61啓林館 | コⅡ339

LANDMARK Fit

English Communication Ⅱ

②Teacher's Book



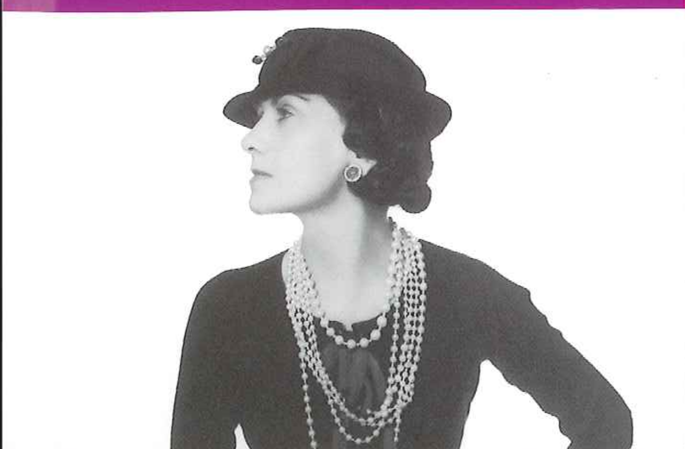
KEIRINKAN


Let's study
English !







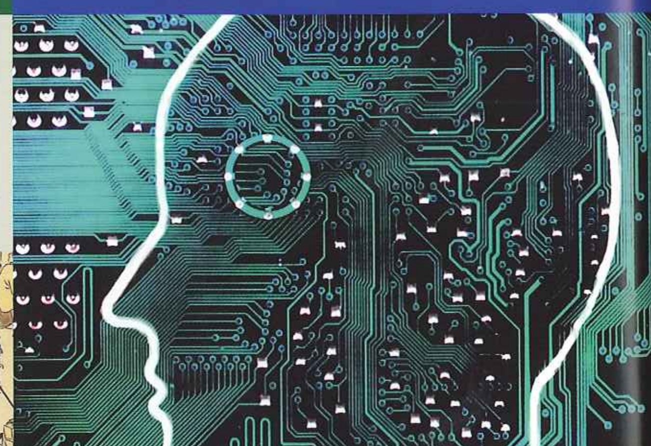
















SOURCE

Reading / The Fall of Freddie the Leaf by Leo Buscaglia

LANDMARK

Fit

English Communication Ⅱ

②Teacher's Book



KEIRINKAN

CONTENTS

本書の特色と使い方

● レッスン扉

各パートの内容を
推測するための質問文

各パートの
内容を表す写真



文法 各パートで
学習する文法項目

キーワード 各パートを
読む際に鍵となる語

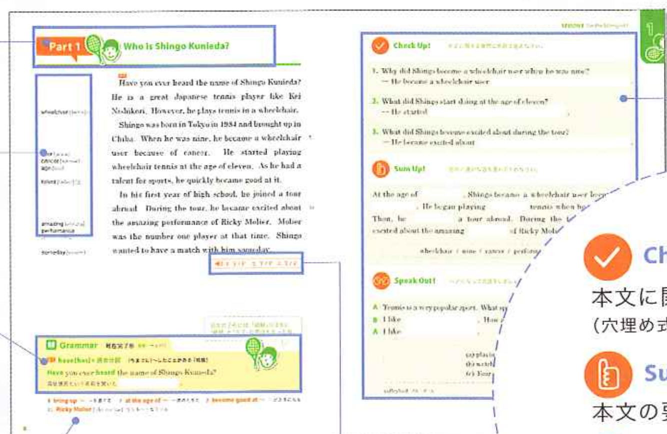
● 本文ページ

本文の内容を
推測するための質問文
● レッスン扉の質問文と共通

本文に出てくる
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ア アクセントに注意
発 発音に注意

Grammar
本文で学習する文法項目
● 巻末の Grammar のまとめで
さらに詳しく解説

本文に出てくる
固有名詞と重要表現



本文に関するリスニング問題
(True or False)

Check Up!
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(穴埋め式)

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音読 Training!

本文の音読練習を行うページ
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図・表を用いて本文の
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問題(リスニング問題
も掲載)

Exercises

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More Information

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Grammarのまとめ (→p.183)

本文ページの Grammar を
より詳しく解説したページ

1-02

LESSON 1 I'm the Strongest !

1-03

Part 1 Who is Shingo Kunieda?

国枝慎吾さんはどういう人でしょうか？





文法 現在完了形 復習

キーワード 1-04 wheelchair 車いす

performance パフォーマンス

1-05

Part 2 What did Shingo do to become mentally strong?

慎吾さんは精神的に強くなるために何をしたのでしょうか？



文法 if [whether] を使う間接疑問文

キーワード 1-06 mentally 精神的に

weakness 弱さ

1-07

Part 3 Why did Shingo become a professional?

なぜ慎吾さんはプロの選手になったのでしょうか？



文法 関係代名詞の省略 復習

キーワード 1-08 professional プロ（の選手）

challenge 難題

Part 1 Who is Shingo Kunieda?



1-09

1-15 ポーズ読み（フレーズ） 1-16 ポーズ読み（文）

1-12 G-1 Have you ever heard the name of Shingo Kunieda?/ He is a great Japanese tennis player/like Kei Nishikori./ However,/he plays tennis/in a wheelchair./

1-13 Shingo was born in Tokyo/in 1984/and brought up in Chiba./ When he was nine,/he became a wheelchair user/because of cancer./ He started playing wheelchair tennis/at the age of eleven./ As he had a talent for sports,/he quickly became good at it./

1-14 In his first year of high school,/he joined a tour abroad./ During the tour,/he became excited/about the amazing performance of Ricky Molier./ Molier was the number one player/at that time./ Shingo wanted to have a match with him/someday./

1-10 **wheelchair** [hwíːltʃèər]
user [júːzər]
cancer [kǽnsər]
age [éidʒ]
talent [tǽlənt] ⑦
amazing [əméiziŋ]
performance [pərfɔ́ːrməns]
someday [sʌ́mdèi]

スクリプト
True or False
1. Shingo is a wheelchair tennis player.
2. He was born in Chiba in 1984.
3. Ricky Molier wanted to have a match with Shingo.

1-17 1. (T) F 2. T (F) 3. T (F)



Grammar 現在完了形 復習 → p.185

G-1 **have[has]+過去分詞** （今までに）〜したことがある［経験］

Have you ever **heard** the name of Shingo Kunieda?

国枝慎吾という名前を今までに聞いた ことがありますか 。

1-11 4 **bring up 〜** 〜を育てる 7 **at the age of 〜** 〜歳のときに 8 **become good at 〜** 〜が上手になる
10 **become excited about** 〜に興奮する 11 **Ricky Molier** [ríki móuliər] リッキー・モリール

1-18 Check Up! 本文に関する質問に英語で答えなさい。

1. Why did Shingo become a wheelchair user when he was nine?
 — He became a wheelchair user because of cancer .
2. What did Shingo start doing at the age of eleven?
 — He started playing wheelchair tennis .
3. What did Shingo become excited about during the tour?
 — He became excited about the amazing performance of Ricky Molier .

1-19 Sum Up! 空所に適切な語を選んで入れなさい。

At the age of nine , Shingo became a wheelchair user because of cancer . He began playing wheelchair tennis when he was eleven. Then, he joined a tour abroad. During the tour, he became excited about the amazing performance of Ricky Molier.

wheelchair / nine / cancer / performance / joined

1-20 Speak Out! ペアになって会話をしましょう。 → p.175

A : Tennis is a very popular sport. What sports do you like playing/watching?
B : I like ______ . How about you?
A : I like ______ .

(a) playing soccer
(b) watching volleyball
(c) *Your idea*

volleyball [vɑ́(ː)libɔ̀ːl] バレーボール

スクリプト
A : Tennis is a very popular sport. What sports do you like playing/watching?
B : I like playing soccer. How about you?
A : I like watching volleyball.



Part 2 1-21 What did Shingo do to become mentally strong?

1-26 ポーズ読み（フレーズ） 1-27 ポーズ読み（文）

1-22
won [wʌ́n] 発 < win
gold [góuld]
double [dʌ́bl]

continue [kəntínju(ː)]
title [táitl]
mentally [méntəli]
mental [méntəl]
trainer [tréinər]
mirror [mírər]
shout [ʃáut]
doubt [dáut] 発
weakness [wíːknəs]

disappear [dìsəpíər]
mind [máind]
several [sévrəl]

achieve [ətʃíːv]

rank [rǽŋk]
fell [fél] < fall
slump [slʌ́mp]
motivation [mòutəvéiʃən]
rival [ráivəl]

1-24 In 2004,/Shingo won gold in the doubles/at the Athens Paralympics. / However, / he could not continue to win titles/because he was not mentally strong. / His mental trainer told him / to look at himself in the mirror/and shout,/"I'm the strongest!"/ every morning./ At first,/ G-2 he doubted/if this would work./ However,/he soon felt/that the weakness was disappearing/from his mind./

1-25 Several months later,/he won the singles title/at the Japan Open. / In 2007,/he achieved the Grand Slam/for the first time/in wheelchair tennis history./ He was ranked first in the world,/but he fell into a mental slump./ He was losing his motivation/to play tennis/because he had no rivals./

スクリプト 1-28 1. T / F 2. T / F 3. T / F

True or False
1. Shingo won gold in the singles at the Athens Paralympics.
2. Shingo's mental trainer told him to shout, "I can do it."
3. Shingo was the first wheelchair tennis player to achieve the Grand Slam.



Grammar if[whether] を使う間接疑問文 → p.185

G-2 **S+V+if[whether] ~** S は～かどうか V する

He **doubted if** this would work.

彼はこのことがうまくいく かどうか疑いました 。

1-23
1 **doubles** (テニスなどの) ダブルス cf. singles 2 **Athens** [ǽθinz] アテネ (ギリシャの首都)
2 **Paralympics** [pærəlímpiks] パラリンピック (→p.15) 3 **win a title** タイトルを取る, 優勝する
10 **the Japan Open** ジャパンオープン (日本での正式名称は飯塚国際車いすテニス大会)
10 **the Grand Slam** [grǽnd slǽm] グランドスラム (世界のメジャーな大会にすべて優勝すること) 12 **fall into ~** ~に陥る

1-29 Check Up! 本文に関する質問に英語で答えなさい。

1. Was Shingo mentally strong after he won gold at the Athens Paralympics?
— No, he wasn't .
2. How did Shingo feel when he shouted "I'm the strongest!"?
— He felt that the weakness was disappearing from his mind .
3. What happened after he was ranked first in the world?
— He fell into a mental slump .

1-30 Sum Up! 空所に適切な語を選んで入れなさい。

After Shingo won gold at the Athens Paralympics, he wasn't mentally strong. However, by shouting "I'm the strongest!" every morning, he felt that his weakness was going away. A few years later, he was ranked first in the world, but he fell into a mental slump .

weakness / ranked / slump / shouting / mentally

1-31 Speak Out! ペアになって会話をしましょう。 → p.175

A : Shingo won gold at the Athens Paralympics. Do you know any other Japanese people who got gold medals at the Olympics or Paralympics?
B : Yes, ______ . Do you know anyone else?
A : Yes, ______ .

(a) Kosuke Kitajima got gold medals in swimming
(b) Saori Yoshida got gold medals in wrestling
(c) *Your idea*

wrestling [résliŋ] レスリング

スクリプト
A : Shingo won gold at the Athens Paralympics. Do you know any other Japanese people who got gold medals at the Olympics or Paralympics?
B : Yes, Kosuke Kitajima got gold medals in swimming. Do you know anyone else?
A : Yes, Saori Yoshida got gold medals in wrestling.

Part 3 Why did Shingo become a professional?

1-32



1-38 ポーズ読み（フレーズ） 1-39 ポーズ読み（文）

1-33 realize [ríːəlàɪz]
racket [rǽkət]
professional [prəféʃənəl]
overcome [òʊvərkʌ́m]
challenge [tʃǽlɪndʒ]
disabled [dɪséɪbld]
fascinate [fǽsɪnèɪt]

1-35 One day/Shingo realized,/"My rival is not another player,/but myself." / Since then,/he has believed,/ "Today/I'll get stronger/than I was yesterday,/and tomorrow,/stronger than I am today." / 'I'm the strongest.'/ G-3 This is the phrase/he puts on his rackets./

1-36 After he won the singles title /at the Beijing Paralympics/in 2008,/he became a professional in 2009./ He was the first Japanese wheelchair tennis player/to do that./ Professionals in a wheelchair sport/need to overcome many challenges./ However,/ he believed/that becoming a professional/had an important meaning for him./He says:/

1-37 *I hope / that disabled children will become interested/in wheelchair tennis. / I'll play tennis/not only to win,/but also to fascinate people by winning./*

スクリプト
True or False
1. Shingo puts the phrase 'I'm the strongest' on his rackets.
2. Shingo was the first Japanese wheelchair tennis player to become a professional.
3. Becoming a professional did not have an important meaning for Shingo.

1-40 1. (T) F 2. (T) F 3. T / (F)



Grammar 関係代名詞の省略 復習 → p.185

G-3 A [名詞] + (which/who(m)/that) + S + V SがVするA

This is *the phrase* **(which/that)** he puts on his rackets.

これは彼がラケットに 貼り付けている 語句です。

1-34 1 **one day** ある日 5 **put *A* on *B*** *A*を*B*に貼り付ける 6 **Beijing** [bèɪdʒíŋ] 北京（中国の首都）
13 **become interested in ～** ～に興味を持つようになる

1-41 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Shingo do after the Beijing Paralympics?
— He became a professional .
2. What do professionals in a wheelchair sport need to do?
— They need to overcome many challenges .
3. What does Shingo hope?
— He hopes that disabled children will become interested in wheelchair tennis .

1-42 Sum Up! 空所に適切な語を選んで入れなさい。

One day Shingo realized that his rival was not another player, but himself . After he won at the Beijing Paralympics, he became a professional . Professionals in a wheelchair sport need to overcome many challenges . He hopes that disabled children will become interested in wheelchair tennis.

disabled / himself / challenges / won / professional

1-43 Speak Out! ペアになって会話をしましょう。 → p.175

A : Shingo became a professional tennis player. Do you want to be a professional sports player?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because ______________ .

(a) I want to be famous
(b) I want to do something else
(c) *Your idea*

スクリプト
A : Shingo became a professional tennis player.
Do you want to be a professional sports player?
B : Yes, I do.
A : Why?
B : Because I want to be famous.

A : Shingo became a professional tennis player.
Do you want to be a professional sports player?
B : No, I don't.
A : Why not?
B : Because I want to do something else.

More Information

Information 1

車いすテニスの特徴

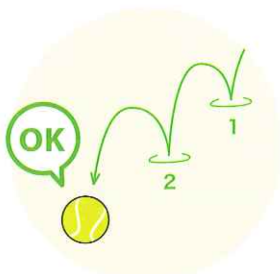


用具・設備

車いすは専用のものが用いられ，素早い方向転換や移動を可能にするため，通常の車いすより軽く作られている。軽量化のため，またプレー中の使用が禁止されているため，ブレーキは取り付けられていない。また，激しく動き回っても転倒することのないように，左右のタイヤを「八の字」形に傾斜させ，後部には小さな補助輪が取り付けられている。ラケット，テニスボール，コートのサイズなどはすべて通常のテニスと同じである。

車いすテニスのルール

ルールは通常のテニスとほとんど変わらないが，下記のような特有のルールも設けられている。



返球の際は2バウンドまで可

ボールが2回バウンドしてから打ち返すことができる。2バウンド目の落下地点はコートの外側でも構わない。



打球の瞬間に腰を浮かせない

打球の瞬間（ラケットとボールが接触したとき），お尻を車いすの座席から離してはいけない。



車いすは身体の一部とみなす

車いすはプレイヤーの身体の一部とみなされ，プレイヤーの身体に関するルールが車いすにも適用される。たとえば，ボールが車いすに触れると失点となる。



足での車いす操作，地面への接触は禁止

足を支えやブレーキの代わりに使用したり，地面に足をつけたりすることは禁止されている。（ブレーキは手でかける。）

Information 2

車いすテニスのグランドスラム大会



国枝さんは2007年に全豪オープン，ジャパンオープン，ブリティッシュオープン，全米ウィールチェアの4大大会で優勝し，史上初となる車いすテニス男子シングルスのグランドスラムを達成した。その後ルールの改正があり，2009年以降の車いすテニスのグランドスラムの対象は，全豪オープン，全仏オープン，全米オープン，ウィンブルドン選手権（ダブルスのみ）となった。

国枝さんの主な戦績 (2009年以降)

※2015年時点の戦績

	シングルス	ダブルス
全豪オープン	優勝6回	優勝6回
全仏オープン	優勝4回	優勝5回
全米オープン	優勝5回	優勝1回
ウィンブルドン選手権	–	優勝2回

Information 3

パラリンピック


車いすバスケットボール


車いすカーリング

大会の概要

パラリンピックは，国際パラリンピック委員会（IPC）が主催する，世界最高峰の障がい者スポーツ大会。4年に1度，夏季・冬季のオリンピック終了後にその開催都市で行われている。国枝さんはアテネ（2004年）でダブルス金メダル，北京（2008年）でシングルス金メダル，ダブルス銅メダル，ロンドン（2012年）でシングルス金メダルを獲得した。

公式競技

夏季競技	冬季競技
アーチェリー／陸上競技／馬術／5人制サッカー／7人制サッカー／柔道／水泳／卓球／車いすバスケットボールなど	アルペンスキー／バイアスロン／クロスカントリースキー／車いすカーリング／アイスレッジホッケー

音読 Training!

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

1-15 ポーズ読み（フレーズ） 1-16 ポーズ読み（文）

1-12 Have you ever heard the name of Shingo Kunieda? / He is a great Japanese tennis player / like Kei Nishikori. / However, / he plays tennis / in a wheelchair. /

1-13 Shingo was born in Tokyo / in 1984 / and brought up in Chiba. / When he was nine, / he became a wheelchair user / because of cancer. / He started playing wheelchair tennis / at the age of eleven. / As he had a talent for sports, / he quickly became good at it. /

1-14 In his first year of high school, / he joined a tour abroad. / During the tour, / he became excited / about the amazing performance of Ricky Molier. / Molier was the number one player / at that time. / Shingo wanted to have a match with him / someday. / (116)

1回音読したら，塗りつぶしましょう。目指せ10回音読！

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

あともう少し！

Part 2

1-26 ポーズ読み（フレーズ） 1-27 ポーズ読み（文）

1-24 In 2004, / Shingo won gold in the doubles / at the Athens Paralympics. / However, / he could not continue to win titles / because he was not mentally strong. / His mental trainer told him / to look at himself in the mirror / and shout, / "I'm the strongest!" / every morning. / At first, / he doubted / if this would work. / However, / he soon felt / that the weakness was disappearing / from his mind. /

1-25 Several months later, / he won the singles title / at the Japan Open. / In 2007, / he achieved the Grand Slam / for the first time / in wheelchair tennis history. / He was ranked first in the world, / but he fell into a mental slump. / He was losing his motivation / to play tennis / because he had no rivals. / (119)

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

1-38 ポーズ読み（フレーズ） 1-39 ポーズ読み（文）

1-35 One day / Shingo realized, / "My rival is not another player, / but myself." / Since then, / he has believed, / "Today / I'll get stronger / than I was yesterday, / and tomorrow, / stronger than I am today." / 'I'm the strongest.' / This is the phrase / he puts on his rackets. /

1-36 After he won the singles title / at the Beijing Paralympics / in 2008, / he became a professional in 2009. / He was the first Japanese wheelchair tennis player / to do that. / Professionals in a wheelchair sport / need to overcome many challenges. / However, / he believed / that becoming a professional / had an important meaning for him. / He says: /

1-37 *I hope / that disabled children will become interested / in wheelchair tennis. / I'll play tennis / not only to win, / but also to fascinate people by winning. /* (123)

START ▸ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

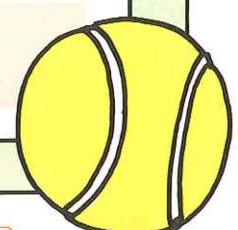
1-44 本文通し読み

Finish Up!

国枝選手の経歴をまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Time	Event
1984	He was born in ([1] Tokyo).
When he was nine	He became a wheelchair user because of ([2] cancer).
At the age of eleven	He started playing ([3] wheelchair) tennis.
In his first year of high school	He joined a tour ([4] abroad).
2004	He won ([5] gold) in the doubles at the Athens Paralympics.
	He was told by his mental trainer to shout, "I'm the ([6] strongest)!" every morning.
2007	He achieved the Grand Slam for the ([7] first) time in wheelchair tennis history.
	He lost his motivation to play tennis because he had no ([8] rivals).
2008	He won the singles title at the ([9] Beijing) Paralympics.
2009	He became the first ([10] professional) Japanese wheelchair tennis player.

gold / professional / cancer / rivals / first
Tokyo / abroad / wheelchair / strongest / Beijing



スクリプト
True or False　1-45　1. T / (F)　2. (T) / F　3. T / (F)　4. (T) / F　5. (T) / F

1. He was brought up in Tokyo.
2. He started playing wheelchair tennis at the age of eleven.
3. He achieved the Grand Slam for the first time in 2017.
4. He lost his motivation to play tennis because no one could beat him.
5. He is the first professional Japanese wheelchair tennis player.

Exercises

1 日本文に合うように，[　] 内の語を並べかえなさい。G-1

1. その本を読んだことがありますか。
   [ever / book / have / you / the / read] ?
   Have you ever read the book ?
2. 私はちょうどその知らせを聞いたところです。
   [news / just / I / the / heard / have] .
   I have just heard the news .
3. 彼はオーストラリアに 3 年間住んでいます。
   [years / in / has / for / lived / three / Australia / he] .
   He has lived in Australia for three years .

2 日本文に合うように，(　) に適切な語を書きなさい。G-2

1. 彼が来るかどうかわかりません。
   I don't know (if [whether]) (he) (will) come.
2. 私はその話が本当かどうかを疑っています。
   I doubt (if [whether]) (the [that]) (story) is true.

3 次の英文を日本文に直しなさい。G-3

1. The people I met at the party were very kind.
   私がパーティーで会った人たちはとても親切だった。
2. The movie I watched yesterday was very interesting.
   私が昨日見た映画はとてもおもしろかった。
3. She is reading a book she borrowed from the library.
   彼女は図書館から借りた本を読んでいる。

By YourSELF!! → p.175

2 の 2 を参考に，自分の知らないことを尋ねる質問文を書いてみよう！

Do you know if we will have an English class tomorrow ?

1-46

LESSON 2 Tokyo's Seven-minute Miracle

1-47

Part 1



What do the staff members do within seven minutes?

スタッフたちは7分以内に何をするのでしょうか？



文法 分詞の後置修飾 復習

1-48 キーワード bow おじぎをする
passenger 乗客

1-49

Part 2

What are the cleaning staff members called?

清掃スタッフたちは何と呼ばれているのでしょうか？



文法 形式目的語の it ①

1-50 キーワード speed スピード，速さ
skill (熟練した) 技術

1-51

Part 3

What are the reasons for the Tessei's success?

テッセイが成功した理由は何でしょうか？



文法 形式目的語の it ②

1-52 キーワード pride プライド，誇り
improve ～を改善する

Part 1



1-53

What do the staff members do within seven minutes?

1-60 ポーズ読み（フレーズ） 1-61 ポーズ読み（文）

1-56 Before the Shinkansen train arrives at Tokyo Station, / staff members wearing uniforms appear. / They stand in line on a platform / with cleaning tools. / They bow deeply to the passengers. / As soon as the last passenger gets off the train, / they go into each car / and begin cleaning. /

(G-1 marks "staff members wearing uniforms")

1-57 They have to finish the following things / within only seven minutes: /

1-58
1. / collect big pieces of garbage /
2. / collect garbage from the pockets / of the back of the seats /
3. / turn the seats around /
4. / wipe the tables, / and windows when necessary /
5. / check whether any garbage is left / on the seats /
6. / open the curtains of the windows /
7. / sweep the floors /
8. / check whether any baggage is left / on the overhead racks /
9. / check that each seat is safely locked /

1-59 After they finish their work, / they stand in line on the platform / and bow deeply again. /

1-54
- staff [stǽf]
- platform [plǽtfɔ̀ːrm]
- tool [túːl] 発
- bow [báu] 発
- deeply [díːpli]
- passenger [pǽsɪndʒər] ア
- within [wɪðín]
- piece [píːs]
- garbage [gáːrbɪdʒ] 発
- pocket [pá(ː)kət]
- wipe [wáɪp]
- necessary [nésəsèri] ア
- curtain [kə́ːrtən]
- sweep [swíːp]
- floor [flɔ́ːr]
- baggage [bǽgɪdʒ]
- overhead [óuvərhèd]
- rack [rǽk]
- lock [lá(ː)k]

スクリプト
True or False
1. The passengers bow to the staff members at Tokyo Station.
2. The staff members have to finish their work within seven minutes.
3. The staff members stand in line in the train after they finish cleaning.

1-62 1. T / (F) 2. (T) / F 3. T / (F)

Grammar 分詞の後置修飾 復習 → p.186

G-1 A [名詞] + 現在分詞 〜している[する]A

Staff members **wearing** uniforms appear.

制服を着た スタッフが現れます。

A[名詞]+過去分詞は「〜される[された]A」の意味になるよ。



1-55
3 **stand in line** 一列に並ぶ 4 **as soon as 〜** 〜するとすぐに 5 **get off 〜** 〜を降りる
9 **a piece of 〜** 一つの〜 11 **turn 〜 around** 〜の向きを変える 12 **when necessary** 必要なら

1-63 Check Up! 本文に関する質問に英語で答えなさい。

1. What do the staff members have when they stand in line on a platform?
   — They have cleaning tools .
2. How many minutes do they have to finish cleaning?
   — They have (only) seven minutes .
3. What do they do after they finish cleaning?
   — They stand in line on the platform and bow deeply again .

1-64 Sum Up! 空所に適切な語を選んで入れなさい。

When the Shinkansen train arrives at Tokyo Station, staff members stand in line on a platform with cleaning tools . They bow deeply to the passengers. As soon as the last passenger gets off, they begin cleaning each car. They finish cleaning within seven minutes. Then, they stand in line and bow again.

tools / staff / within / bow / passenger

1-65 Speak Out! ペアになって会話をしましょう。 → p.175

A : Have you ever taken a Shinkansen train?
B : Yes, I have. / No, I haven't.
A : Where did you go on the Shinkansen train?
/ Where do you want to go on a Shinkansen train?
B : ______ .

(a) I went to Kagoshima (b) I want to go to Aomori
(c) *Your idea*

スクリプト
A : Have you ever taken a Shinkansen train?
B : Yes, I have.
A : Where did you go on the Shinkansen train?
B : I went to Kagoshima.

A : Have you ever taken a Shinkansen train?
B : No, I haven't.
A : Where do you want to go on a Shinkansen train?
B : I want to go to Aomori.

1-66

Part 2 What are the cleaning staff members called?

1-72 ポーズ読み（フレーズ） 1-73 ポーズ読み（文）

1-69 The cleaning staff members/are called the Tessei./ They clean about 20 Shinkansen trains a day/in a team of 22. / Everyone is surprised/to see their speedy performance./Many visitors come to observe their performance/from abroad./A world-famous TV channel / once called it "Tokyo's seven-minute miracle." /

1-70 One feature of the Tessei's performance/ is its speed. / Japanese railways have a good reputation/ around the world/because they are punctual. / The Tessei's speedy work contributes/to this reputation./

1-71 Another feature is the skill of the Tessei. / G-2 Some people think it boring/to clean,/but it is exciting/to see the Tessei's amazing performance./People call it the "Shinkansen Theater,"/as it is performed/in the cars and on the platforms. /

1-67
- speedy [spíːdi]
- visitor [vízətər]
- observe [əbzə́ːrv]
- world-famous [wə̀ːrldféiməs]
- channel [tʃǽnəl] ㊍
- miracle [mírəkl]
- speed [spíːd]
- railway [réilwèi]
- reputation [rèpjutéiʃən]
- punctual [pʌ́ŋktʃuəl]
- contribute [kəntríbjət, -bjuːt] ㋐
- skill [skíl]
- boring [bɔ́ːriŋ]
- theater [θíːətər]
- perform [pərfɔ́ːrm]

スクリプト
True or False
1. The Tessei clean 22 Shinkansen trains a day in a team of 20.
2. Many foreign visitors come to observe the Tessei's performance.
3. It is boring to see the Tessei's performance.

1-74 1. T / (F) 2. (T) / F 3. T / (F)

it は形式目的語で，to clean が真の目的語だよ。

Grammar 形式目的語の it① → p.186

G-2 **think + it + 形容詞 + to 不定詞** ～することを…だと考える

Some people think **it** boring **to clean**.

掃除 することを 退屈 だと 考える人もいます。

1-68
2 **in a team of ～** ～（人）のチームで 3 **be surprised to *do*** ～して驚く
11 **contribute to ～** ～に貢献する

1-75 **Check Up!** 本文に関する質問に英語で答えなさい。

1. How many Shinkansen trains do the Tessei members clean a day?
   — They clean about 20 Shinkansen trains.
2. What are two features of the Tessei's performance?
   — They are its speed and its skill.
3. What do people call the Tessei's performance?
   — They call it the "Shinkansen Theater".

1-76 **Sum Up!** 空所に適切な語を選んで入れなさい。

The Tessei members clean about 20 Shinkansen trains a day in a team of 22. Many visitors come to observe their performance from abroad. One feature of the Tessei's performance is its speed. Another feature is its skill. It is exciting to see the Tessei's amazing performance. People call it the "Shinkansen Theater."

speed / team / skill / exciting / performance

1-77 **Speak Out!** ペアになって会話をしましょう。 → p.176

A : The Tessei's features are its speed and skill. What features does our school have?
B : ______. What do you think?
A : ______.

(a) Our school has fashionable uniforms
(b) Our school is near the station
(c) *Your idea*

スクリプト
A : The Tessei's features are its speed and skill. What features does our school have?
B : Our school has fashionable uniforms. What do you think?
A : Our school is near the station.

Part 3  What are the reasons for the Tessei's success?

1-78

1-84 ポーズ読み（フレーズ） 1-85 ポーズ読み（文）

1-79 related [rɪléɪtɪd]
unique [juníːk]
success [səksés] ㋐
pride [práɪd]
comfortable [kʌ́mfərtəbl] ㊎㋐
improve [ɪmprúːv] ㊎
suggestion [səgdʒéstʃən]

1-81 Why are the Tessei so successful in Japan? / One reason may be related / to the unique Japanese culture of cleaning. / In Japan, / many people think / cleaning is important. / G-3 They think it natural / that they clean the places around them. / This culture may help the Tessei / with their work. /

1-82 Another reason for their success / is the staff's pride in their work. / The staff believe / that cleaning can give passengers a comfortable trip. / They also make every effort / to improve their work for passengers. / For example, / standing in line and bowing / was their own idea. / The baby care room at Tokyo Station / was also set up / because of their suggestion. /

1-83 When you start working in the future, / what kind of miracles will you make? /

スクリプト
True or False
1. Many Japanese people think cleaning is important.
2. The staff members make every effort to improve their work for themselves.
3. The baby care room was set up by passengers.

1-86 1. (T) F 2. T (F) 3. T (F)

it は形式目的語で，that 以下が真の目的語だよ。

Grammar 形式目的語の it② → p.186

G-3 **think + it + 形容詞 + that 節** 〜ということを…だと考える

They think **it** natural **that** they clean the places around them.



彼らは身の回りの場所を掃除 するということを 当然 だと 考えます。

1-80 2 **be related to 〜** 〜と関係がある 6 **help A with B** AのBを助ける
10 **make an effort to do** 〜する努力をする 13 **set up 〜** 〜を設ける

2

1-87 Check Up! 本文に関する質問に英語で答えなさい。

1. What is one reason for the Tessei's success?
— It may be related to the unique Japanese culture of cleaning .
2. What is another reason for the Tessei's success?
— It is the staff's pride in their work .
3. Whose idea was "standing in line and bowing?"
— It was the staff's (own) idea .

1-88 Sum Up! 空所に適切な語を選んで入れなさい。

Why are the Tessei so successful in Japan? One reason may be related to the unique Japanese culture of cleaning. Another reason is the staff's pride in their work. They make every effort to improve their work for passengers. For example, standing in line and bowing was their own idea.

pride / successful / unique / improve / effort

1-89 Speak Out! ペアになって会話をしましょう。 → p.176

A : In Japan, there is a unique culture of cleaning. Do you like cleaning?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because ＿＿＿＿＿＿＿＿ .

(a) I like to keep my room clean
(b) I think cleaning is boring
(c) *Your idea*

スクリプト
A : In Japan, there is a unique culture of cleaning. Do you like cleaning?
B : Yes, I do.
A : Why?
B : Because I like to keep my room clean.

A : In Japan, there is a unique culture of cleaning. Do you like cleaning?
B : No, I don't.
A : Why not?
B : Because I think cleaning is boring.

More Information

Information 1

テッセイの仕事



仕事の概要

始発の6時から終電の22時45分まで新幹線の車内を清掃する。1チーム22人で1日平均20本，全体で120本の新幹線を担当（東京駅の場合）。新幹線の停車から発車までの12分間のうち，乗客の乗り降りにかかる5分間を除いた7分間ですべての清掃を行う。

スタッフによる工夫

A


B


C


D


A 新幹線の改札口付近にある「ベビー休憩室」（授乳とおむつ交換ができる）は困っている客を見かけたスタッフのアイデアで新設された。

B ベビー休憩室の中はスタッフが季節に合わせた飾りつけをする。

C 列車が入ってくる3分前にはホームに並び一礼。清掃後，車両から降りてからも再び，並んで一礼。

D スタッフの帽子には季節の花を飾り，季節感を演出。

Information 2

海外と日本の学校掃除

海外の学校掃除



アメリカ，イギリス，オーストラリアなどの学校では専門の清掃員が学校の掃除をするのが一般的で，生徒自身が掃除を行う国は少ない。一方，韓国，タイなどアジアの学校では生徒自身が掃除することが多いといわれている。

日本の学校掃除



日本では「掃除の時間」があり，生徒が自分で掃除をする文化が根づいている。江戸時代の寺子屋（当時の教育機関）では，掃除が心を磨く修行として重視されており，それが明治以降の学校教育にも受け継がれたといわれている。

Information 3

海外から見た日本の掃除文化





日本人サポーターへの称賛

2014年，ブラジルで行われたサッカーワールドカップでは，試合終了後，日本人サポーターが自分たちの応援エリアを自ら掃除して帰った。その光景に世界中から称賛の声が上がった。

日本の掃除文化

日本には特有の掃除文化があるといわれている。たとえば，町の自治会では家の周り，公道，公園などを清掃する。また，電車などに乗ったときに出したごみを自分で処分する。このような光景は海外ではあまり見られない。そのため，日本の街の清潔さに驚く外国人観光客もいるようだ。

音読 Training !

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

1-60 ポーズ読み（フレーズ） 1-61 ポーズ読み（文）

1-56 Before the Shinkansen train arrives at Tokyo Station, / staff members wearing uniforms appear. / They stand in line on a platform / with cleaning tools. / They bow deeply to the passengers. / As soon as the last passenger gets off the train, / they go into each car / and begin cleaning. /

1-57 They have to finish the following things / within only seven minutes: /

1-58
1. / collect big pieces of garbage /
2. / collect garbage from the pockets / of the back of the seats /
3. / turn the seats around /
4. / wipe the tables, / and windows when necessary /
5. / check whether any garbage is left / on the seats /
6. / open the curtains of the windows /
7. / sweep the floors /
8. / check whether any baggage is left / on the overhead racks /
9. / check that each seat is safely locked /

1-59 After they finish their work, / they stand in line on the platform / and bow deeply again. / (145)

1 回音読したら，塗りつぶしましょう。目指せ 10 回音読！

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

あともう少し！

Part 2

1-72 ポーズ読み（フレーズ） 1-73 ポーズ読み（文）

1-69 The cleaning staff members / are called the Tessei. / They clean about 20 Shinkansen trains a day / in a team of 22. / Everyone is surprised / to see their speedy performance. / Many visitors come to observe their performance / from abroad. / A world-famous TV channel / once called it "Tokyo's seven-minute miracle." /

1-70 One feature of the Tessei's performance / is its speed. / Japanese railways have a good reputation / around the world / because they are punctual. / The Tessei's speedy work contributes / to this reputation. /

1-71 Another feature is the skill of the Tessei. / Some people think it boring / to clean, / but it is exciting / to see the Tessei's amazing performance. / People call it the "Shinkansen Theater," / as it is performed / in the cars and on the platforms. / (120)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

1-84 ポーズ読み（フレーズ） 1-85 ポーズ読み（文）

1-81 Why are the Tessei so successful in Japan? / One reason may be related / to the unique Japanese culture of cleaning. / In Japan, / many people think / cleaning is important. / They think it natural / that they clean the places around them. / This culture may help the Tessei / with their work. /

1-82 Another reason for their success / is the staff's pride in their work. / The staff believe / that cleaning can give passengers a comfortable trip. / They also make every effort / to improve their work for passengers. / For example, / standing in line and bowing / was their own idea. / The baby care room at Tokyo Station / was also set up / because of their suggestion. /

1-83 When you start working in the future, / what kind of miracles will you make? / (122)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

1-90 本文通し読み

Finish Up!

テッセイへの取材メモを作成します。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

The Tessei

The Tessei's cleaning work

1. ([1] Collecting) garbage
2. ([2] Wiping) the tables
3. ([3] Sweeping) the floors etc...

Features of the Tessei's performance

1. ([4] Speed) : the Tessei clean Shinkansen trains within ([5] seven) minutes.

↓

"Tokyo's seven-minute ([6] miracle)"

2. ([7] Skill)

↓

The performance is so amazing that it is called the "Shinkansen ([8] Theater)."

Reasons for the Tessei's success

1. The ([9] unique) culture of cleaning in Japan
2. The staff's ([10] pride) in their work

Theater / collecting / speed / miracle / wiping
seven / pride / skill / sweeping / unique

スクリプト 1-91 True or False

1. (T) / F 2. (T) / F 3. T / (F) 4. T / (F) 5. (T) / F

1. One part of the Tessei's cleaning work is wiping the tables.
2. The Tessei's performance is called "Tokyo's seven-minute miracle."
3. People call the Tessei's performance the "Shinkansen Museum."
4. The culture of cleaning in Japan is not related to the Tessei's success.
5. The staff's pride in their work is one of the reasons for the Tessei's success.

Exercises

1 日本文に合うように，[ ] 内の語を適切な形に変えて ( ) に書きなさい。 G-1

1. ケビンと話している少年を知っていますか。
   Do you know the boy (talking) with Kevin? [talk]
2. 彼らにはエイミーと名づけられた娘がいます。
   They have a daughter (named) Amy. [name]
3. オーストラリアで話されている言語は英語です。
   The language (spoken) in Australia is English. [speak]

2 日本文に合うように，[ ] 内の語を並べかえなさい。 G-2

1. 彼女はそのチケットを手に入れることは簡単だと思っています。
   She [the / to / ticket / it / thinks / get / easy].
   She thinks it easy to get the ticket .
2. 私はその問題を解決するのは難しいと思いました。
   I [solve / problem / found / to / difficult / the / it].
   I found it difficult to solve the problem .

3 次の英文を日本文に直しなさい。 G-3

1. I think it important that we make a small effort every day.
   私はちいさな努力を毎日することが大切だと思う。
2. We found it surprising that she sang very well.
   私たちは彼女がとても上手に歌ったことに驚いた。
3. They thought it strange that I didn't come to the party.
   彼らは私がパーティーに来なかったことを変だと思った。

By YourSELF!!

→ p.176

3 の 1 を参考に，自分が大切だと考えることを表す文を書いてみよう！

I think it important that I (should) study English hard .

2-01

LESSON 3 Saint Bernard Dogs

2-02

Part 1 What have Saint Bernard dogs worked as in Switzerland?

セントバーナード犬はスイスでどのような働きをしてきたのでしょうか？



文法 現在完了進行形

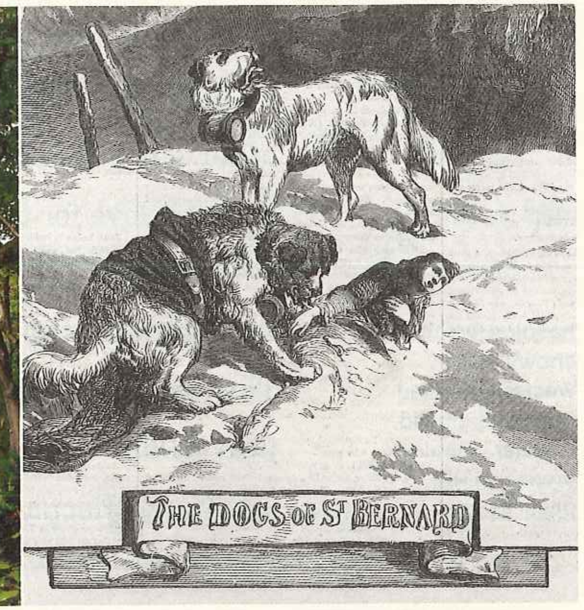
キーワード 2-03
hospice ホスピス（旅行者用の宿泊施設）
severe 厳しい

2-04

Part 2 Why was Barry the most famous Saint Bernard dog?

なぜバリーは最も有名なセントバーナード犬だったのでしょうか？





文法 現在完了形の受動態

キーワード 2-05
snow-covered 雪におおわれた
hero 英雄

2-06

Part 3 What was the shocking news about Saint Bernard dogs?

セントバーナード犬についての衝撃的なニュースとは何だったのでしょうか？



文法 S+V+分詞

キーワード 2-07
monk 修道士
foundation 基金

Part 1 What have Saint Bernard dogs worked as in Switzerland?

2-08

2-14 ポーズ読み（フレーズ） 2-15 ポーズ読み（文）

2-11 Humans and dogs started their friendship/about 15,000 years ago./ G-1 They have been helping each other/since then./ The Swiss people especially have a strong love/for their giant dog/— the Saint Bernard./

2-12 The name "Saint Bernard"/comes from the Great St. Bernard Hospice/in the snowy Western Alps./ The hospice was built in Switzerland/around the year 1050./ It was used by travelers/crossing the Great St. Bernard Pass/between Switzerland and Italy./

2-13 In the 17th century,/Saint Bernard dogs started to work/as rescue dogs for the hospice./ They can smell people/buried deep in the snow./ They can even predict storms./ In severe conditions,/they have saved many people/for over 300 years./

2-09
giant [dʒáɪənt]
hospice [hɑ́(:)spɪs]
snowy [snóʊi]
western [wéstərn]
built [bɪlt] < build
traveler [trǽvələr]
cross [krɔ́(:)s]
pass (名) [pǽs]
smell [smél]
bury [béri] 発
predict [prɪdíkt]
storm [stɔ́:rm]
severe [sɪvíər] ア
condition [kəndíʃən]

スクリプト 2-16 1. (T) F 2. (T) F 3. T (F)

True or False
1. The Swiss people have a strong love for Saint Bernard dogs.
2. The Great St. Bernard Hospice was built in Switzerland in the 11th century.
3. Saint Bernard dogs can even predict earthquakes.

Grammar 現在完了進行形 → p.187

G-1 have[has] been + 動詞の -ing 形 (今まで)ずっと～している

They **have been helping** each other since then.

彼らはその時からお互いに（ずっと）助け合っています。

2-10
3 **Swiss** [swɪs] スイスの 4 **the Saint Bernard** [sèɪnt bərnɑ́:rd] セントバーナード（犬）
5 **the Great St. Bernard Hospice** グラン・サン・ベルナール・ホスピス (St.=Saint, hospiceは中世の宿泊所兼救護所)
7 **Switzerland** [swítsərlənd] スイス 8 **the Great St. Bernard Pass** グラン・サン・ベルナール峠
10 **Italy** [ítəli] イタリア

2-17 Check Up! 本文に関する質問に英語で答えなさい。

1. Where does the name "Saint Bernard" come from?
— It comes from the Great St. Bernard Hospice in the snowy Western Alps.

2. What did Saint Bernard dogs start to do in the 17th century?
— They started to work as rescue dogs for the hospice .

3. What have Saint Bernard dogs done for over 300 years?
— They have saved many people (in severe conditions) .

2-18 Sum Up! 空所に適切な語を選んで入れなさい。

The name "Saint Bernard" comes from the Great St. Bernard Hospice . It was used by travelers crossing the Great St. Bernard Pass. In the 17th century, Saint Bernard dogs began to work as rescue dogs for the hospice. For over 300 years, they have saved many people in severe conditions.

crossing / saved / severe / Hospice / rescue

2-19 Speak Out! ペアになって会話をしましょう。 → p.176

A : Saint Bernard dogs are loved very much in Switzerland. Do you know anything about Switzerland?
B : Yes, I know ＿＿＿＿ . How about you?
A : I know ＿＿＿＿ .

(a) it is next to France
(b) it has beautiful mountains
(c) *Your idea*

スクリプト
A : Saint Bernard dogs are loved very much in Switzerland. Do you know anything about Switzerland?
B : Yes, I know it is next to France. How about you?
A : I know it has beautiful mountains.

Part 2 Why was Barry the most famous Saint Bernard dog?



2-20

2-25 ポーズ読み（フレーズ） 2-26 ポーズ読み（文）

2-23 Barry was the most famous Saint Bernard dog / at the hospice. / He rescued 41 people / from the snow-covered Alps! / He used to dig people out of the snow / and bring them back to life / by himself. / He is famous / for the rescue of a young boy. / When he found the boy asleep in a cave, / he licked the boy's face / to wake him up. / Then, / he carried the boy to the hospice / on his back. / Barry was a very gentle dog, / so the boy trusted Barry. / He did not feel any fear / while Barry carried him to the hospice. /

2-24 Saint Bernard dogs / have now become the face of the hospice. / [G-2] They have been seen as heroes / by the Swiss people. /

2-21
- **snow-covered** [snóukʌ̀vərd]
- **used** (助) [jú:st] 発
- **dig** [díg]
- **asleep** [əslí:p]
- **cave** [kéiv]
- **lick** [lík]
- **wake** [wéik]
- **gentle** [dʒéntl]
- **trust** [trʌ́st] 発
- **fear** [fíər] 発
- **hero** [hí:rou]

2-27 1. T / (F) 2. T / (F) 3. (T) / F

スクリプト
True or False
1. Barry was famous because he rescued 41 dogs from the snow-covered Alps.
2. Barry found the boy asleep in a cave, but he could not carry the boy to the hospice.
3. Swiss people have seen Saint Bernard dogs as heroes.

「(今までに)～されたことがある」,「(今)～されたところだ」などの意味も表すよ。



Grammar 現在完了形の受動態 → p.187

G-2 have[has] been＋過去分詞 (今まで)～されている

They **have been seen** as heroes by the Swiss people.

彼らはスイス人に英雄だと みなされています 。

2-22
1 **Barry** [bǽri] バリー 3 **snow-covered** 雪におおわれた 3 **used to *do*** (以前は) よく～したものだ
3 **dig *A* out of *B*** BからAを掘り出す 4 **bring ～ back to life** ～を蘇生させる 4 **by *oneself*** ひとりで
4 **be famous for ～** ～で有名である 7 **wake ～ up** ～を目覚めさせる
8 **on *one's* back** (～の背中に) 背負って 12 **see *A* as *B*** AをBとみなす

2-28 Check Up! 本文に関する質問に英語で答えなさい。

1. How many people did Barry rescue from the snow-covered Alps?
— He rescued 41 people .
2. How did Barry carry the boy to the hospice?
— He carried the boy to the hospice on his back .
3. What have Saint Bernard dogs been seen as by the Swiss people?
— They have been seen as heroes .

2-29 Sum Up! 空所に適切な語を選んで入れなさい。

Barry was the most famous Saint Bernard dog at the hospice. He rescued 41 people from the snow-covered Alps. One day, he rescued a boy by carrying him to the hospice on his back . Saint Bernard dogs have been seen as heroes by the Swiss people.

carrying / famous / back / heroes / snow-covered

2-30 Speak Out! ペアになって会話をしましょう。 → p.176

A : I think Barry was loved because he saved many people. What animals do you like? Why?
B : I like ______ because ______ . How about you?
A : I like ______ because ______ .

(a) cats / they are so cute
(b) fish / I can relax when I see them swimming
(c) *Your idea*

relax [rilǽks] リラックスする

スクリプト
A : I think Barry was loved because he saved many people. What animals do you like? Why?
B : I like cats because they are so cute. How about you?
A : I like fish because I can relax when I see them swimming.

Part 3 What was the shocking news about Saint Bernard dogs?

2-31

2-37 ポーズ読み（フレーズ） 2-38 ポーズ読み（文）

2-32 **monk** [mʌ́ŋk]

shocking [ʃá(:)kɪŋ]

immediately [ɪmí:diətli] 発

preserve [prɪzɔ́:rv]

foundation [faundéɪʃən]

2-34 In October 2004,/monks at the hospice announced/ that they would sell their dogs. / There were not enough monks/to look after them./

2-35 This shocking news became known/to the Swiss people. / Immediately,/they decided to help the dogs/ out of the bad situation. / They believed/that they should preserve/the history of the Saint Bernard rescue dogs./ They worked together/to make a group/ called the Barry Foundation. / It was named after the famous rescue dog./ The foundation bought the dogs from the hospice/and started looking after them./

2-36 The Swiss people love Saint Bernard dogs very much. / This is because/they have had a long and deep relationship with the dogs./The Saint Bernard is therefore/the national dog of Switzerland./

スクリプト

2-39 1. T (F) 2. (T) F 3. T (F)

True or False
1. The Swiss people announced that they would sell their dogs.
2. The Barry Foundation was named after the famous rescue dog, Barry.
3. The Saint Bernard will become the national dog of Switzerland in the future.

Grammar S+V+分詞 → p.187

G-3 become＋過去分詞 ～されるようになる

This shocking news **became known** to the Swiss people.

この衝撃的なニュースはスイス人に 知られるようになりました 。

2-33
3 **look after ～** ～の世話をする　5 **help *A* out of *B*** *A*を*B*から救い出す
8 **work together** 協力する　9 **name *A* after *B*** *B*の名前をとって*A*を名づける

2-40 Check Up! 本文に関する質問に英語で答えなさい。

1. What did monks at the hospice announce in October 2004?
   — They announced that they would sell their dogs .
2. What did the Swiss people do to help the dogs out of the bad situation?
   — They worked together to make a group called the Barry Foundation .
3. Why do the Swiss people love Saint Bernard dogs very much?
   — Because they have had a long and deep relationship with the dogs.

2-41 Sum Up! 空所に適切な語を選んで入れなさい。

Monks at the hospice announced that they would sell their dogs. After that, the Swiss people made a group called the Barry Foundation to rescue the dogs. The Swiss people love Saint Bernard dogs because they have had a long and deep relationship with the dogs.

Foundation / Monks / love / relationship / sell

2-42 Speak Out! ペアになって会話をしましょう。 → p.176

A : The Swiss people are proud of their Saint Bernard dogs. What are Japanese people proud of?
B : I think they are proud of ______ . How about you?
A : I think they are proud of ______ .

(a) Mt. Fuji
(b) their good manners
(c) *Your idea*

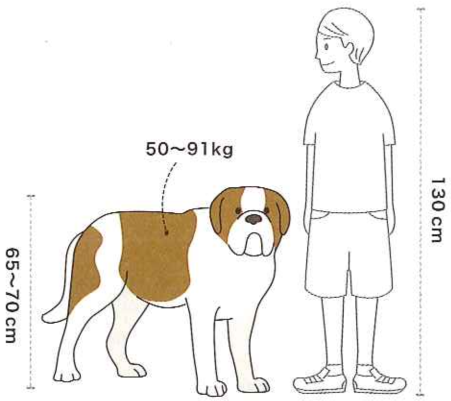
be proud [práud] of ～ ～を誇りに思う　manners [mǽnərz] マナー

スクリプト
A : The Swiss people are proud of their Saint Bernard dogs. What are Japanese people proud of?
B : I think they are proud of Mt. Fuji. How about you?
A : I think they are proud of their good manners.

More Information

Information 1

セントバーナード情報



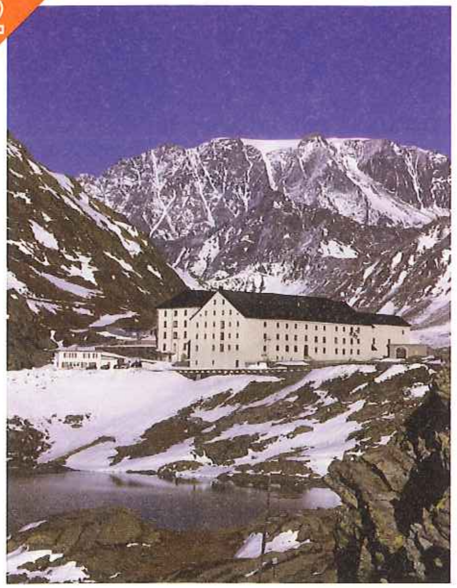
平均寿命	8〜10年
原産地	スイス
起源	中世
暮らし方	温和で忍耐強い犬種。寒い環境で過ごすことが好きなので，暑い地域で飼うのにはあまり適していない。

活発度	★★☆☆☆
必要運動量	★★☆☆☆
遊び好き度	★★★☆☆
人なつこさ	★★★★☆
しつけやすさ	★★★☆☆
番犬適性	★★☆☆☆

出典：犬種百科，アニマルプラネット

Information 2

グラン・サン・ベルナール峠とホスピス



グラン・サン・ベルナール峠は，豪雪や山賊のために遭難者が後を絶たなかった。そこで1050年頃，イタリアのベルナール・ド・マントン司祭が旅行者の峠越えを援助する救護所兼修道院（ホスピス）を峠の頂上に建設した。峠とホスピスの名称である「グラン・サン・ベルナール」は彼の名前に由来する。以来，修道士たちは旅行者に宿泊と食事を提供し，遭難者の救助や手当てに力を尽くした。



3

Information 3

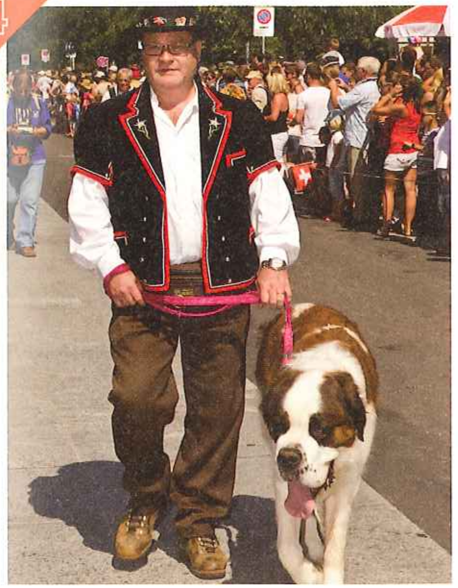
最も活躍し，愛された救助犬・バリー

バリーは1800年にグラン・サン・ベルナール・ホスピスで生まれ，生涯で41人もの命を救った。遭難者を発見すると，雪の下から彼らを掘り出し，顔をなめて意識を回復させたり，修道士を呼びにホスピスへ駆け戻ったりした。凍死寸前だった12歳の少年を助け出したときも，バリーは顔をなめて少年を起こし，自分の体温で少年の体を温め，背中に乗せてホスピスまで運んで助けたといわれている。バリーは1812年に救助犬を引退後，14歳で死去した。



Information 4

スイス人とセントバーナード



セントバーナードは雪山での遭難者の救助活動などで活躍してきた。しかし，現在では技術の進歩などで救助犬としての実質的な役割を終えている。最近ではその温和な性格を生かし，セラピー犬として働く機会が増えている。セントバーナードの役割は時代とともに変わってきているが，スイスの国犬としてスイスの人々に愛され続けている。



バリー基金

バリー基金は，セントバーナードを保護し，その歴史を継続するために2005年に創立された。以来，グラン・サン・ベルナール・ホスピスに代わって犬の管理を行っている。セントバーナードは夏季のみホスピスに滞在し，冬季には基金が設立した犬舎に収容されている。

音読 Training!

本文の内容を思い出しながら，声に出して読みましょう。

Part 1

2-14 ポーズ読み（フレーズ） 2-15 ポーズ読み（文）

2-11 Humans and dogs started their friendship / about 15,000 years ago. / They have been helping each other / since then. / The Swiss people especially have a strong love / for their giant dog / — the Saint Bernard. /

2-12 The name “Saint Bernard” / comes from the Great St. Bernard Hospice / in the snowy Western Alps. / The hospice was built in Switzerland / around the year 1050. / It was used by travelers / crossing the Great St. Bernard Pass / between Switzerland and Italy. /

2-13 In the 17th century, / Saint Bernard dogs started to work / as rescue dogs for the hospice. / They can smell people / buried deep in the snow. / They can even predict storms. / In severe conditions, / they have saved many people / for over 300 years. /

(116)

1回音読したら，塗りつぶしましょう。目指せ10回音読！

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

あともう少し！

Part 2

2-25 ポーズ読み（フレーズ） 2-26 ポーズ読み（文）

2-23 Barry was the most famous Saint Bernard dog / at the hospice. / He rescued 41 people / from the snow-covered Alps! / He used to dig people out of the snow / and bring them back to life / by himself. / He is famous / for the rescue of a young boy. / When he found the boy asleep in a cave, / he licked the boy’s face / to wake him up. / Then, / he carried the boy to the hospice / on his back. / Barry was a very gentle dog, / so the boy trusted Barry. / He did not feel any fear / while Barry carried him to the hospice. /

2-24 Saint Bernard dogs / have now become the face of the hospice. / They have been seen as heroes / by the Swiss people. /

(120)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

2-37 ポーズ読み（フレーズ） 2-38 ポーズ読み（文）

2-34 In October 2004, / monks at the hospice announced / that they would sell their dogs. / There were not enough monks / to look after them. /

2-35 This shocking news became known / to the Swiss people. / Immediately, / they decided to help the dogs / out of the bad situation. / They believed / that they should preserve / the history of the Saint Bernard rescue dogs. / They worked together / to make a group / called the Barry Foundation. / It was named after the famous rescue dog. / The foundation bought the dogs from the hospice / and started looking after them. /

2-36 The Swiss people love Saint Bernard dogs very much. / This is because / they have had a long and deep relationship with the dogs. / The Saint Bernard is therefore / the national dog of Switzerland. /

(123)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

2-43 本文通し読み

Finish Up!

セントバーナードについてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

All about Saint Bernard Dogs

- Their name comes from the Great St. Bernard ([1] Hospice).
- They are the ([2] national) dog of Switzerland.
- They can ([3] smell) people buried deep in the snow.
- They can ([4] predict) storms.

History

Time	Event
Around 1050	The Great St. Bernard Hospice was built in ([5] Switzerland).
17th century	Saint Bernard dogs started to work as ([6] rescue) dogs for the hospice.
	Barry, the most famous Saint Bernard dog at the hospice, rescued ([7] 41) people from the snow-covered Alps.
2004	Monks at the hospice announced that they would ([8] sell) their dogs.
After that	The Barry ([9] Foundation) was made by the Swiss people. It ([10] bought) the dogs from the hospice and started looking after them.

Foundation / predict / Switzerland / 41 / sell
rescue / bought / Hospice / national / smell

スクリプト 2-44 1. (T) / F 2. T / (F) 3. T / (F) 4. (T) / F 5. T / (F)

True or False
1. The name "Saint Bernard" comes from the Great St. Bernard Hospice.
2. Saint Bernard dogs can hear people buried deep in the snow.
3. Saint Bernard dogs started to work as rescue dogs in the seventh century.
4. Barry was the most famous Saint Bernard dog at the Great St. Bernard Hospice.
5. The Barry Foundation bought the dogs, but it did not look after them.

Exercises

1 日本文に合うように，［ ］内の語を適切な形に変えて（ ）に書きなさい。 G-1

1. 彼は今朝からずっと勉強しています。［study］
   He (has been studying) since this morning.
2. 昨夜からずっと雨が降り続いています。［rain］
   It (has been raining) since last night.
3. あなたはここでどのくらい待っているのですか。［wait］
   How long (have you been waiting) here?

2 日本文に合うように，（ ）に適切な語を書きなさい。 G-2

1. この物語はたくさんの人によって読まれてきました。
   This story (has) (been) (read) by a lot of people.
2. そのベンチは塗られたばかりです。
   The bench (has) just (been) (painted).

3 日本文に合うように，［ ］内の語を適切な形に変えて（ ）に書きなさい。 G-3

1. 彼は私たちのところへ走ってやって来ました。［run］
   He came (running) to us.
2. 彼女はそのニュースに驚いたようでした。［surprise］
   She looked (surprised) at the news.
3. その少年は自分の部屋で泣き続けました。［cry］
   The boy kept (crying) in his room.

By YourSELF!!

→ p.176

1 の 1 を参考に，だれかが今朝から何かをずっとし続けていることを表す文を書いてみよう！

I have been doing my homework since this morning.

2-45

Sound Practice 1
3 けた以上の数字

3 けたの数字は「100 の位＋1 ～ 99」で読まれます。

1 300 → **three hundred**

2 365 → **three hundred (and) sixty-five**



4 けた以上の数字は，3 けたの単位ごとに読まれます。

3 8,750 → **eight thousand, seven hundred (and) fifty**

8 , 7 5 0
thousand（千）

4 12,345,291 → **twelve million, three hundred (and) forty-five thousand, two hundred (and) ninety-one**

million（百万）
1 2 , 3 4 5 , 2 9 1
thousand（千）

Exercises

2-46 **1** 聞こえたほうの金額を〇で囲みなさい。

お金の単位
円［¥］ ユーロ［€］ ドル［$］

(1) €213 / €230　(2) $1,700 / $7,100
(3) ¥16,000 / ¥60,000　(4) €219,000 / €291,000　(5) $1,415,000 / $1,450,000

2-47 **2** (　　　) 内に聞き取った数字を書き入れなさい。

(1) Our school has (825) students.
(2) I bought it for (108) yen.
(3) There are (1,722) houses in my city.
(4) (425,000) dollars was collected to help poor people.
(5) (2,384,000) people are on line now.
(6) About (13,350,000) people live in Tokyo.

2-48

Sound Practice 2
分数と小数

分数は「分子 → 分母」の順番に読まれます。分母は序数で表され，分子が 2 以上のときは複数形になります。ただし，分母が 2 のときは half を，4 のときは quarter を使います。

1 $\frac{1}{3}$ → **a[one] third**　2 $\frac{2}{3}$ → **two thirds**

3 $\frac{3}{5}$ → **three fifths**　4 $\frac{5}{8}$ → **five eighths**

5 $\frac{1}{2}$ → **a[one] half**　6 $\frac{1}{4}$ → **a[one] quarter[fourth]**

小数点は point と読まれます。
小数点以下の数字は 1 つずつ読まれます。



7 5.12 → five **point** one two

8 0.87 → zero **point** eight seven

Exercises

1 聞こえたほうの数字を〇で囲みなさい。

2-49 (1) $\frac{1}{3}$ / $\frac{2}{3}$　(2) $\frac{2}{5}$ / $\frac{2}{7}$　(3) $\frac{1}{2}$ / $\frac{1}{4}$　(4) $\frac{3}{4}$ / $\frac{3}{5}$
(5) 1.37 / 1.73　(6) 0.238 / 0.283

2 (　　　) 内に聞き取った数字を書き入れなさい。

2-50 (1) I finished ($\frac{1}{5}$) of my homework.
(2) More than ($\frac{2}{3}$) of the students in this class like *manga*.
(3) I ate ($\frac{1}{4}$) of an apple.
(4) ($\frac{3}{4}$) of the people in my city agree with the result.
(5) The temperature will fall by (4.5) degrees today.
(6) What do you think of when you hear the number " (3.14) " ?

3-01

LESSON 4

Chanel's Style

3-02

Part 1



Who was a powerful innovator in the fashion industry?

ファッション業界で影響力のある革新者とはだれだったのでしょうか？



文法 S+V+O+分詞

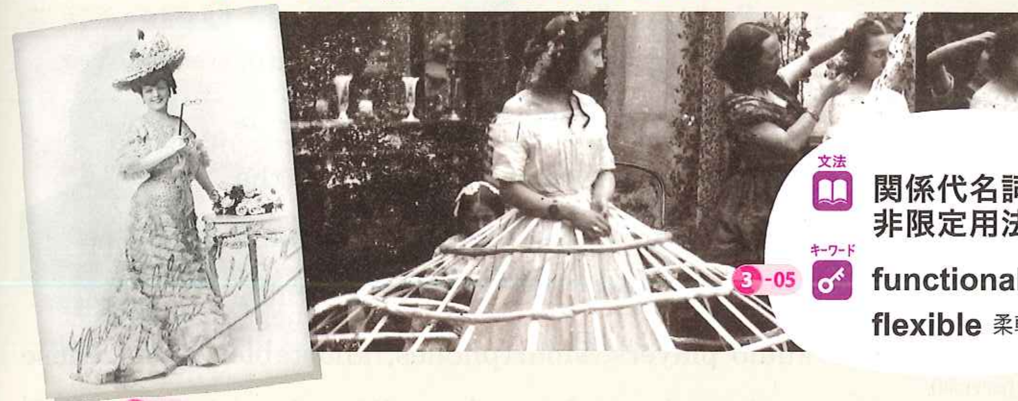
キーワード 3-03
innovator 革新者
lifestyle 生活様式

3-04

Part 2

Why did Chanel's dresses become popular in Paris?

なぜシャネルの服はパリで流行したのでしょうか？



文法 関係代名詞の非限定用法

キーワード 3-05
functional 機能的な
flexible 柔軟性のある

3-06

Part 3

What did Chanel create as modern fashion items?

シャネルは現代のファッションアイテムとして何を作ったのでしょうか？



文法 関係副詞 why

キーワード 3-07
item アイテム，品目
pants パンツ，ズボン

3-08

Part 4

What did Chanel's products affect and change?

シャネルの製品は何に影響を与え，何を変えたのでしょうか？



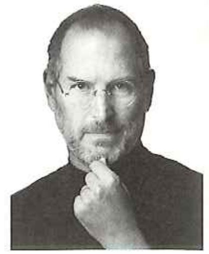
文法 関係副詞の非限定用法

キーワード 3-09
comeback 復帰
practical 実用的な

Part 1 ③-10 Who was a powerful innovator in the fashion industry?

③-15 ポーズ読み（フレーズ） ③-16 ポーズ読み（文）

③-11 **powerful** [páuərfəl]
innovator [ínəvèitər] ㋐
industry [índəstri] ㋐
innovative [ínəvèitiv] ㋐
product [prá(:)dʌkt] ㋐
portable [pɔ́:rtəbl]
audio [ɔ́:diòu] ㊗
tablet [tǽblət]
lifestyle [láifstàil]
reveal [rivíːl]
advise [ədváiz] ㊗ ㋐
fashion [fǽʃən]
succeed [səksíːd]
greatly [gréitli]
designer [dizáinər]


スティーブ・ジョブズ

③-13 Once in a while,/a powerful innovator appears in history. / One example is Steve Jobs,/an American leader in the IT industry. /He kept introducing many innovative products/such as portable audio players,/smartphones,/and tablet PCs. / These products have changed our lifestyles. / Jobs revealed the secret of his success:/he loved what he did. / G-1 This kept him going forward. / He also advised us/to find what we love. /

③-14 Not so long ago,/there was another innovator,/but she worked in the fashion industry./ Like Steve Jobs,/ she succeeded greatly/by producing what she loved./ Her name was Gabrielle "Coco" Chanel,/a French designer. /

スクリプト
True or False
1. Steve Jobs was an American leader in the IT industry.
2. Steve Jobs was the first person to introduce personal computers.
3. Chanel worked in the IT industry like Steve Jobs.

③-17 1. (T) / F　2. T / (F)　3. T / (F)

Grammar S+V+O+分詞 →p.188

G-1 **keep + O + 現在分詞**　O を～させ続ける

This **kept** *him* **going** forward.

このことが彼を前進 させ続けました 。

③-12
1 **once in a while** ときどき　3 **Steve Jobs** [stíːv dʒá(:)bz] スティーブ・ジョブズ
4 **IT** ＝information technology　4 **keep doing** ～し続ける　5 ***A* such as *B*** BのようなA
6 **PC** ＝personal computer　9 **advise *A* to *do*** Aに～するように助言する
11 **not so long ago** それほど遠くない昔
14 **Gabrielle "Coco" Chanel** [gèibriél kóukou ʃənél] ガブリエル・ココ・シャネル　14 **French** [frentʃ] フランス人の

③-18 Check Up!　本文に関する質問に英語で答えなさい。

1. Who was an American leader in the IT industry?
— Steve Jobs was.
2. What did Jobs introduce?
— He introduced many innovative products such as smartphones.
3. In what industry did Chanel succeed?
— She succeeded in the fashion industry .

③-19 Sum Up!　空所に適切な語を選んで入れなさい。

Sometimes powerful innovators appear in history. One example is Steve Jobs, an American leader in the IT industry . He introduced many innovative products that changed our lifestyles . Another is Gabrielle "Coco" Chanel. She succeeded in the fashion industry by producing what she loved.

leader / innovators / lifestyles / producing / industry

③-20 Speak Out!　ペアになって会話をしましょう。 →p.177

A : Have you ever used any products that Steve Jobs introduced?
B : Yes, I have. / No, I haven't.
A : What have you used? / Which products do you want to use?
B : ________________.

(a) I have used a portable audio player
(b) I want to use a smartphone
(c) *Your idea*

スクリプト
A : Have you ever used any products that Steve Jobs introduced?
B : Yes, I have.
A : What have you used?
B : I have used a portable audio player.

A : Have you ever used any products that Steve Jobs introduced?
B : No, I haven't.
A : Which products do you want to use?
B : I want to use a smartphone.

Part 2



3-21

Why did Chanel's dresses become popular in Paris?

3-27 ポーズ読み（フレーズ） 3-28 ポーズ読み（文）

3-22 upper [ʌ́pər]
wore [wɔ́ːr] < wear
wire [wàiər]
-framed [fréimd]
skirt [skə́ːrt]
corset [kɔ́ːrsət]
decorate [dékərèit] ㋐
hat [hǽt]
boutique [buːtíːk] ㊎㋐
design [dizáin]
battlefield [bǽtlfiːld]
simple [símpl]
functional [fʌ́ŋkʃənəl]
due [djúː]
jersey [dʒə́ːrzi]
underwear [ʌ́ndərwèər]
lady [léidi]
flexible [fléksəbl]
modern [mɑ́(ː)dərn] ㋐

3-24 In the 19th century in Europe,/the upper class women wore/large wire-framed skirts with corsets/ and large decorated hats. / However,/Chanel didn't like these types of clothes. /She opened a boutique in Paris / and designed small hats / and comfortable dresses with no corsets. /

3-25 When World War I broke out/in 1914,/the men went to the battlefields. / The women had to do everything at home,/so they needed simple and functional clothes./Chanel's dresses met their needs/ and became a big hit in Paris./

3-26 Due to the war,/materials for dresses became short. / G-2 Chanel began making dresses from jersey,/ which was usually used for men's underwear./Many ladies rushed/to buy these flexible dresses./Chanel's style had a strong influence on modern fashion./

スクリプト True or False
1. Chanel loved the upper class women's clothes in the 19th century.
2. Chanel's dresses met the needs of women in Paris during World War I.
3. Dresses made from jersey were not flexible but beautiful.

3-29 1. T (F) 2. (T) F 3. T (F)

Grammar 関係代名詞の非限定用法 → p.188

G-2 A [名詞], which … ～であり[あるが], それは…

Chanel began making dresses from *jersey*, **which** was usually used for men's underwear.

シャネルは ジャージー でドレスを作り始めましたが，それは 一般に男性の下着に使われていました。

この関係代名詞は先行詞を限定するのではなく，先行詞の補足説明をします。



3-23
2 **wire-framed** 針金で骨組みされた　5 **Paris** [pǽris] パリ（フランスの首都）
7 **World War I** 第一次世界大戦　7 **break out** 起こる　10 **meet *one's* needs** ～の要求を満たす
12 **due to ～** ～のせいで　16 **have an influence on ～** ～に影響を与える

4

3-30 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Chanel design when she opened a boutique in Paris?
— She designed small hats and comfortable dresses (with no corsets) .
2. Why did the women need simple and functional clothes during World War I?
— Because they had to do everything at home .
3. What did Chanel's style have a strong influence on?
— It had a strong influence on modern fashion .

3-31 Sum Up! 空所に適切な語を選んで入れなさい。

Chanel opened a boutique and designed small hats and comfortable dresses. During World War I, the women had to do everything at home, so they needed her functional dresses. When Chanel made dresses from jersey , ladies rushed to buy these flexible dresses. Chanel's style had a strong influence on modern fashion.

influence / jersey / functional / boutique / flexible

3-32 Speak Out! ペアになって会話をしましょう。 → p.177

A : Chanel opened a boutique in Paris. What kind of shop or store do you want to open? Why?
B : I want to open ______ . How about you?
A : I want to open ______ .

(a) a cake shop because I like sweets
(b) a bookstore because I can read many books
(c) *Your idea*

スクリプト
A : Chanel opened a boutique in Paris. What kind of shop or store do you want to open? Why?
B : I want to open a cake shop because I like sweets. How about you?
A : I want to open a bookstore because I can read many books.

Part 3 What did Chanel create as modern fashion items?



3-33

3-39 ポーズ読み（フレーズ） 3-40 ポーズ読み（文）

3-34 item [áitəm]	
pants [pǽnts]	
rode [róud] < ride	
horse [hɔ́:rs]	
demand [dimǽnd]	
image [ímidʒ] 発 ア	
mourning [mɔ́:rniŋ]	
frustrated [frʌ́streitid]	
leather [léðər] 発	
strap [strǽp]	

3-36 Chanel created modern fashion items / that are common today. / For example, / she made "the pants look" popular among women. / In those days, / women wore skirts / when they rode horses. / However, / Chanel wore pants and rode horses / like a man. / This style created a demand / for women's pants. /

3-37 Chanel also changed the image of the color black, / which was usually used for mourning dresses.[8] / After she produced "the little black dress" / in 1926, / black became a popular color for dresses. /

3-38 Moreover, / Chanel was the first person / to design women's shoulder bags. / She felt frustrated / when she held a bag / because she couldn't use both hands. / G-3 This was the reason / why she attached leather straps to her bags. /

スクリプト
True or False
1. Chanel made "the pants look" popular among men and women.
2. Black was not a popular color for dresses before Chanel produced "the little black dress."
3. Chanel designed women's shoulder bags because she wanted to use both hands.

3-41 1. T (F) 2. (T) F 3. (T) F

関係副詞 why の先行詞になるのは reason だけです。

Grammar 関係副詞 why → p.189



G-3 the reason why + S + V S が V する理由

This was **the reason why** she attached leather straps to her bags.

これが彼女が革ひもをバッグに 取り付けた理由です 。

3-35 8 **mourning dress** 喪服

3-42 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Chanel wear when she rode horses?
— She wore pants .

2. What color did Chanel make popular for dresses?
— She made the color black popular (for dresses) .

3. What did Chanel attach to her bags?
— She attached leather straps .

3-43 Sum Up! 空所に適切な語を選んで入れなさい。

Chanel created modern fashion items . For example, she made "the pants look" popular among women by wearing pants when she rode horses. Also, she made the color black a popular color for dresses. Moreover, she designed women's shoulder bags by attaching leather straps to her bags.

straps / items / popular / pants / shoulder

3-44 Speak Out! ペアになって会話をしましょう。 → p.177

A: Chanel created a lot of modern fashion items. What items are you interested in? Why?
B: I'm interested in ________ because ________. How about you?
A: I'm interested in ________ because ________.

(a) "the little black dress" / I like black clothes
(b) women's pants / I often wear jeans
(c) *Your idea*

jeans [dʒí:nz] ジーンズ

スクリプト
A : Chanel created a lot of modern fashion items. What items are you interested in? Why?
B : I'm interested in "the little black dress" because I like black clothes. How about you?
A : I'm interested in women's pants because I often wear jeans.

Part 4 What did Chanel's products affect and change?



3-45

3-51 ポーズ読み（フレーズ） 3-52 ポーズ読み（文）

3-46
- retire [rɪtáɪər]
- dramatic [drəmǽtɪk] 形
- comeback [kʌ́mbæ̀k] 名
- criticize [krítəsàɪz] 動
- practical [prǽktɪkəl]
- suit [sú:t] 発
- society [səsáɪəti] 発
- affect [əfékt]

3-48 When World War II broke out/in 1939,/Chanel suddenly closed her shops and retired./However,/in 1954,/when she was 70,/she made a dramatic comeback/to the fashion world./

3-49 European people criticized Chanel./They thought/her style was out of date./However,/her practical jersey suit/became a big hit in America,/where women were joining society./The suit,/which was named the "Chanel suit,"/was quite popular among working women./

3-50 Chanel had been an innovator/throughout her life./She produced/what she needed,/what she wanted,/and what she loved./Her products affected the lifestyles of people/and changed the world./

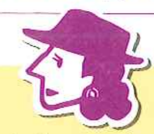
スクリプト

True or False

3-53 1. T F 2. T F 3. T F

1. Chanel suddenly retired from the fashion world in 1939.
2. The "Chanel suit" became a big hit in Europe and America.
3. Chanel was an innovator because her products changed the world.

Aが[時]を表す語句の場合は，関係副詞はwhenを使います。



Grammar 関係副詞の非限定用法 →p.189

G-4 A [場所], where + S + V ～であり[あるが]，そこではSがVする

Her jersey suit became a big hit in *America*, **where** women were joining society.

彼女のジャージースーツは アメリカ で大ヒットしましたが， そこでは 女性が社会に参画しつつありました。

3-47 3 **make a comeback** 復帰する 6 **out of date** 時代遅れの

3-54 Check Up! 本文に関する質問に英語で答えなさい。

1. How old was Chanel when she made a comeback to the fashion world?
   — She ___was 70 (years old)___ .
2. Why did European people criticize Chanel?
   — Because they thought ___her style was out of date___ .
3. Why did Chanel's practical jersey suit become popular in America?
   — Because ___women were joining society___ there.

3-55 Sum Up! 空所に適切な語を選んで入れなさい。

After she retired, Chanel made a ___comeback___ to the ___fashion___ world when she was 70. European people ___criticized___ her because they thought her style was out of date. However, her ___practical___ jersey suit became a big hit in America, where women were joining ___society___ . She had been an innovator throughout her life.

criticized / fashion / practical / society / comeback

3-56 Speak Out! ペアになって会話をしましょう。 → p.177

A: Chanel and Jobs were innovators. In your opinion, who is another innovator? Why?

B: I think ______ is an innovator because ______ . How about you?

A: I think ______ is an innovator because ______ .

(a) Michael Jackson / he changed music greatly
(b) Hideo Nomo / he is the first Japanese baseball player who succeeded in the Major Leagues (c) *Your idea*

opinion [əpínjən] 意見 Michael Jackson [máɪkəl dʒǽksən] マイケル・ジャクソン the Major Leagues [méɪdʒər lí:gz] 大リーグ

スクリプト
A: Chanel and Jobs were innovators. In your opinion, who is another innovator? Why?
B: I think Michael Jackson is an innovator because he changed music greatly. How about you?
A: I think Hideo Nomo is an innovator because he is the first Japanese baseball player who succeeded in the Major Leagues.

More Information

Information

シャネルが生んだファッション

LESSON 4 Chanel's Style

- 1910年代
  - A パンツルック/マリンルック
  - C ジャージードレス
- 1920年代
  - I 香水
  - H リップスティック
  - B リトルブラックドレス
  - G イミテーションジュエリー
  - E ツイードスーツ
  - D ショルダーバッグ
- 1930年代
- 1940年代
- 1950年代
  - F シャネルスーツ
  - J バイカラーの靴
- 1960年代



A パンツルック／マリンルック

自らパンツルックを実践していたシャネルは，スーツなどにパンツを取り入れた。また，ボーダー柄のマリンルックは水夫の着こなしをヒントに得たもので，女性のために提案したのはシャネルが初めて。



B リトルブラックドレス

それまで喪服の色でしかなかった黒を初めてファッションとして用いた革新的なドレス。簡単にコピーできるシンプルなデザインは，将来の大量生産社会を見抜いたものでもあった。



C ジャージードレス

当時，男性用の下着に用いられていたジャージー素材で女性服を作った。馬の調教師のセーターにヒントを得て，伸縮性に富み，戦時下でも比較的手に入りやすいジャージー素材を用いることを思いついた。



D ショルダーバッグ

ハンドバッグを片手に持つと両手が使えないことにストレスを感じていたシャネルは，ストラップを取り付け，肩からかけることができる女性用のバッグを考案した。



E ツイードスーツ

当時，男性用の服に用いられていたツイード素材で女性用のスーツを作った。恋人に借りた服から，その素材の着心地のよさと質の高さを発見した。



F シャネルスーツ

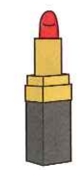
ヨーロッパでは時代遅れと批評されたが，アメリカで働く女性に受け入れられ，熱狂的な支持を得た。シャネルはこのアイテムに力を注ぎ，死ぬまでずっと，このスーツを変革した。

G イミテーションジュエリー



素材に本物の宝石や貴金属を使わないジュエリー。当時は本物を使用したもののしかなかったため，革新的であった。

H リップスティック



携帯できる口紅がほしいと思ったシャネルが自作し，改良されて現在の形になった。

I 香水



それまで自然素材のみで作られていた香水に初めて合成香料を使用。薬びんのようなシンプルな容器と無機質なネーミングの新鮮さが際立っていた。

J バイカラーの靴



黒とベージュの2色使いの靴は晩年に考案された。つま先の黒は傷などを目立たせない機能性がある。

音読 Training!

Part 1

3-15 ポーズ読み（フレーズ） 3-16 ポーズ読み（文）

3-13 Once in a while, / a powerful innovator appears in history. / One example is Steve Jobs, / an American leader in the IT industry. / He kept introducing many innovative products / such as portable audio players, / smartphones, / and tablet PCs. / These products have changed our lifestyles. / Jobs revealed the secret of his success: / he loved what he did. / This kept him going forward. / He also advised us / to find what we love. /

3-14 Not so long ago, / there was another innovator, / but she worked in the fashion industry. / Like Steve Jobs, / she succeeded greatly / by producing what she loved. / Her name was Gabrielle "Coco" Chanel, / a French designer. / (104)


START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL


Part 2

3-27 ポーズ読み（フレーズ） 3-28 ポーズ読み（文）

3-24 In the 19th century in Europe, / the upper class women wore / large wire-framed skirts with corsets / and large decorated hats. / However, / Chanel didn't like these types of clothes. / She opened a boutique in Paris / and designed small hats / and comfortable dresses with no corsets. /

3-25 When World War I broke out / in 1914, / the men went to the battlefields. / The women had to do everything at home, / so they needed simple and functional clothes. / Chanel's dresses met their needs / and became a big hit in Paris. /

3-26 Due to the war, / materials for dresses became short. / Chanel began making dresses from jersey, / which was usually used for men's underwear. / Many ladies rushed / to buy these flexible dresses. / Chanel's style had a strong influence on modern fashion. / (124)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

3-39 ポーズ読み（フレーズ） 3-40 ポーズ読み（文）

3-36 Chanel created modern fashion items / that are common today. / For example, / she made "the pants look" popular among women. / In those days, / women wore skirts / when they rode horses. / However, / Chanel wore pants and rode horses / like a man. / This style created a demand / for women's pants. /

3-37 Chanel also changed the image of the color black, / which was usually used for mourning dresses. / After she produced "the little black dress" / in 1926, / black became a popular color for dresses. /

3-38 Moreover, / Chanel was the first person / to design women's shoulder bags. / She felt frustrated / when she held a bag / because she couldn't use both hands. / This was the reason / why she attached leather straps to her bags. / (116)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

3-51 ポーズ読み（フレーズ） 3-52 ポーズ読み（文）

3-48 When World War II broke out / in 1939, / Chanel suddenly closed her shops and retired. / However, / in 1954, / when she was 70, / she made a dramatic comeback / to the fashion world. /

3-49 European people criticized Chanel. / They thought / her style was out of date. / However, / her practical jersey suit / became a big hit in America, / where women were joining society. / The suit, / which was named the "Chanel suit," / was quite popular among working women. /

3-50 Chanel had been an innovator / throughout her life. / She produced / what she needed, / what she wanted, / and what she loved. / Her products affected the lifestyles of people / and changed the world. / (104)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

3-57 本文通し読み

Finish Up!

シャネルのファッションについてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Chanel's Products

Small hats

- She did not like large ([1] decorated) hats.
- She opened a ([2] boutique) in Paris.

Jersey dresses

- Women needed simple and ([3] functional) clothes.

Women's pants look

- She wore ([4] pants) and rode horses like a man.

Little black dress

- She changed the ([5] image) of the color black, which was used for ([6] mourning) dresses.

Women's shoulder bags

- She felt ([7] frustrated) when she held a bag because she couldn't use both hands.
- She ([8] attached) leather straps to her bags.

Chanel suit

- This suit became a big hit in ([9] America).
- It was quite popular among ([10] working) women.

mourning / decorated / America / boutique / frustrated
attached / functional / working / image / pants

スクリプト 3-58 1. T / (F) 2. (T) / F 3. (T) / F 4. (T) / F 5. T / (F)

True or False
1. Chanel opened a boutique to sell large decorated hats.
2. Chanel's jersey dresses were simple and functional clothes.
3. Chanel's "little black dress" changed the image of the color black.
4. Women's shoulder bags were born when Chanel attached leather straps to her bags.
5. The Chanel suit was quite popular among women in Paris.

Exercises

1 日本文に合うように，[　　] 内の語を適切な形に変えて (　　) に書きなさい。 G-1

1. 彼らは彼女を２時間待たせました。[wait]
   They kept her (waiting) for two hours.
2. 夜はドアを閉めたままにしていただけませんか。[close]
   Could you keep the door (closed) at night?
3. 私はだれかが私の名前を呼んでいるのが聞こえました。[call]
   I heard someone (calling) my name.

2 日本文に合うように，[　　] 内の語 (句) を並べかえなさい。 G-3

1. 彼が毎日，散歩をする理由を知っていますか。
   Do you know [he / the reason / a walk / takes / why] every day?
   Do you know the reason why he takes a walk every day?
2. あなたが宿題をしなかった理由を言いなさい。
   Tell [do / you / why / me / didn't / your homework / the reason].
   Tell me the reason why you didn't do your homework.

3 次の英文を日本文に直しなさい。 G-2 G-4

1. She gave me this picture, which she painted by herself.
   彼女はこの絵を私にくれたが，それは彼女が自分で描いたものだ。
2. We stayed in London, where we met Alex.
   私たちはロンドンに滞在したが，そこで私たちはアレックスと会った。
3. We visited Okinawa on August 2nd, when it was very hot.
   私たちは８月２日に沖縄を訪れたが，そのときはとても暑かった。

By YourSELF!!

→ p.177

2 の１を参考に，相手に何かの理由を尋ねる質問文を書いてみよう！

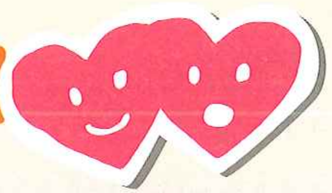
Do you know the reason why teachers stand in front of the school gate every morning ?

4-01

LESSON 5 Science of Love

4-02

Part 1 What are the students doing?



生徒たちは何をしているのでしょうか？



文法
do you think を含む wh- 疑問文

キーワード
4-03
presentation 発表
theory 学説

4-04

Part 2 What is the first theory on love?

恋愛についての最初の学説はどのようなものでしょうか？





文法
be 動詞の補語になる that 節

キーワード
4-05
childhood 子ども時代
past 過去

4-06

Part 3 What is the second theory on love?

恋愛についての２つ目の学説はどのようなものでしょうか？

文法
所有を表す
関係代名詞 whose

キーワード
4-07
gene 遺伝子
experiment 実験





4-08

Part 4 What is the third theory on love?

恋愛についての３つ目の学説はどのようなものでしょうか？





文法
同格の that 節

キーワード
4-09
chemical 化学物質
dopamine ドーパミン

Part 1 4-10 What are the students doing?

4-16 ポーズ読み（フレーズ） 4-17 ポーズ読み（文）

4-13 *Garcia, / Andy, / Megumi, / and Beth are giving a presentation in a class. /*

4-14 Garcia: Good afternoon, / everyone. / I'm Garcia / and I am the moderator of this presentation. / Today, / we'd like to talk about the secret of love. / Most of you have fallen in love with someone before, / haven't you? / When we fall in love, / we become so crazy / that we cannot think of anything else. / We sometimes lose our appetite. / Sometimes we can't sleep well. /

4-15 G-1 Why do you think / people fall in love? / What brings us that strange feeling of love? / Today, / let's take a look at the theories of three researchers. / Andy, / Megumi, / and Beth will explain them to you. / Andy, / are you ready? /

4-11
- **presentation** [prèzəntéɪʃən]
- **moderator** [mɑ́(:)dərèɪtər] ㋐
- **fallen** [fɔ́:lən] < fall
- **crazy** [kréɪzi]
- **appetite** [ǽpɪtàɪt] ㋐
- **theory** [θí:əri] ㊎
- **explain** [ɪkspléɪn]

スクリプト
True or False
1. Four students are giving a presentation in a class.
2. Even when we fall in love, we sleep well at night.
3. Andy, Megumi and Beth are the three researchers.

4-18 1. (T) F 2. T (F) 3. T (F)

do you think の後ろは S+V の語順になるよ。

Grammar do you think を含む wh- 疑問文 → p.190

G-1 **Why + do you think + S + V?** なぜSがVすると思いますか

Why do you think people fall in love?
なぜ 人々は恋をすると 思いますか 。

4-12 1 **Garcia** [gɑːrsíːə] ガルシア 1 **Andy** [ǽndi] アンディ 1 **Beth** [béθ] ベス
5 **would like to *do*** ～したいと思う 6 **fall in love with ～** ～に恋をする 8 **think of ～** ～のことを考える
13 **take a look at ～** ～を見る

5

4-19 Check Up! 本文に関する質問に英語で答えなさい。

1. What happens when we fall in love?
   — We become so crazy that we cannot think of anything else .
   We sometimes lose our appetite .
   We sometimes can't sleep well .
2. What will Andy, Megumi and Beth explain?
   — They will explain the theories of three researchers .

4-20 Sum Up! 空所に適切な語を選んで入れなさい。

Four students are giving a presentation about the secret of love. When we fall in love, we become so crazy that we cannot think of anything else. What brings us that strange feeling of love? The students will explain the theories of three researchers .

fall / presentation / theories / researchers / strange

4-21 Speak Out! ペアになって会話をしましょう。 → p.178

A : What is the most important thing for you when you fall in love with someone?
B : I think it's ______ . How about you?
A : For me, it's ______ .

(a) the person's face
(b) the person's personality
(c) *Your idea*

スクリプト
A : What is the most important thing for you when you fall in love with someone?
B : I think it's the person's face. How about you?
A : For me, it's the person's personality.

Part 2

4-22 **What is the first theory on love?**

4-28 ポーズ読み（フレーズ） 4-29 ポーズ読み（文）

4-23 childhood [tʃáɪldhʊ̀d]

physical [fízɪkəl] 形

closeness [klóʊsnəs] 名

brain [bréɪn]

remind [rɪmáɪnd]

memory [méməri]

past [pǽst]

hidden (形) [hídən]

4-25 *Andy*: Sure. / G-2 The first theory is/that people fall in love / because of their childhood experiences./ According to Thomas Lewis, / an American researcher,/love comes from physical closeness/as a child. / For example, / we were held in our mother's arms / in our childhood. / Our brain remembers/how comfortable that was. / As we get older, / we look for the same kind of experience/ without knowing it./

4-26 When we love someone,/he or she can remind us/ of good childhood memories. / In a sense,/we love someone/because we hope to go back to the past again./

4-27 *Garcia*: Thank you,/Andy./ Very interesting. / According to this theory,/we love someone/due to our hidden memories. / Megumi,/now it's your turn./

スクリプト

True or False

1. Thomas Lewis fell in love with someone when he was a child.
2. As we get older, we look for love without knowing it.
3. According to the theory, we love someone who can remind us of good childhood memories.

4-30 1. T (F) 2. T (F) 3. (T) F

Sの内容を that 節が説明しているよ。

Grammar be 動詞の補語になる that 節 → p.190

G-2 **S+be 動詞+that ...** Sは…ということである

The first theory is that people fall in love because of their childhood experiences.

最初の学説は 子ども時代の経験が原因で人々は恋をする ということです 。

4-24 3 **Thomas Lewis** [tɑ́(ː)məs lúːɪs] トマス・ルイス 4 **as a child** 子どものころ(の)
6 **in *one's* childhood** 子どもの時代に 7 **get old** 年をとる 9 **without knowing it** 知らないうちに
10 **remind *A* of *B*** *A*に*B*を思い出させる 12 **go back to 〜** 〜に戻る

5

4-31 **Check Up!** 本文に関する質問に英語で答えなさい。

1. According to the first theory, why do people fall in love?
   — Because of their childhood experiences .
2. According to Thomas Lewis, where does love come from?
   — It comes from physical closeness as a child .
3. According to the theory, why do we love someone?
   — Because we hope to go back to the past again .

4-32 **Sum Up!** 空所に適切な語を選んで入れなさい。

People fall in love because of their childhood experiences. Thomas Lewis says that love comes from physical closeness as a child. Our brain remembers that the closeness was comfortable , so we look for the same kind of experience again. We love someone because we hope to go back to the past again.

remembers / same / childhood / comfortable / past

4-33 **Speak Out!** ペアになって会話をしましょう。 → p.178

A : Do you have good childhood memories? What are they?
B : I remember that ________ . How about you?
A : I remember that ________ .

(a) my grandmother often bought me toys
(b) I played with my friends in a park every day
(c) *Your idea*

toy [tɔ́ɪ] おもちゃ

スクリプト

A : Do you have good childhood memories? What are they?
B : I remember that my grandmother often bought me toys. How about you?
A : I remember that I played with my friends in a park every day.

Part 3 4-34 What is the second theory on love?

4-40 ポーズ読み（フレーズ） 4-41 ポーズ読み（文）

4-35 **gene** [dʒíːn] 発

combine [kəmbáɪn]
healthy [hélθi]

experiment [ɪkspérɪmənt]
sweaty [swéti] 発
T-shirt [tíːʃə̀ːrt]

attract [ətrǽkt]

worn [wɔ́ːrn] < wear

partner [pɑ́ːrtnər]

4-37 *Megumi*: Right./The second theory is/that people love someone/who has different genes from their own./ If different types of genes are combined,/healthier babies will be born./

4-38 Claus Wedekind,/a Swiss researcher,/carried out a unique experiment/called the "Sweaty T-Shirt Study."/ First,/44 men wore T-shirts for two days./ Second,/49 women smelled those T-shirts./ And then/the women were asked to choose/which T-shirts they were most attracted to./ The results showed/(G-3) many women chose T-shirts/worn by men/whose genes were most different from theirs./

4-39 *Garcia*: What an interesting experiment!/According to this theory,/genes choose a partner./ Thank you,/ Megumi./ Now,/let's listen to Beth./

スクリプト
True or False
1. Claus Wedekind's experiment was called the "Sweaty T-shirt Study."
2. In the experiment, 49 men wore T-shirts for two days.
3. According to the theory, people cannot love someone who has different genes from their own.

4-42 1. (T) / F 2. T / (F) 3. T / (F)

whose の後ろにくる*B*[名詞]は，*A*[名詞]が所有しているものだよ。

Grammar 所有を表す関係代名詞 whose

→ p.191

G-3 A[名詞]+whose+B[名詞]+V （*A*の）*B*が*V*する*A*

Many women chose T-shirts worn by men **whose** *genes* were most different from theirs.

多くの女性は［遺伝子］が自分のものととても異なる［男性］に着用されたＴシャツを選びました。

4-36 5 **Claus Wedekind** [kláus wédəkɪ̀nt] クラウス・ウェデキント 10 **be attracted to 〜** 〜に引きつけられる

4-43 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Claus Wedekind carry out?
— He carried out [a unique experiment called the "Sweaty T-Shirt Study"].
2. What did 49 women smell in the experiment?
— They [smelled T-shirts] which 44 men had worn for two days.
3. What kind of T-shirts did many women choose?
— They chose [T-shirts worn by men whose genes were most different from theirs].

4-44 Sum Up! 空所に適切な語を選んで入れなさい。

People love someone who has different [genes] from their own. Claus Wedekind carried out an [experiment] called the "[Sweaty] T-Shirt Study." In the experiment, 49 women [smelled] 44 men's T-shirts and chose their favorite ones. The results showed many women chose T-shirts worn by men whose genes were most [different] from theirs.

Sweaty / genes / experiment / different / smelled

4-45 Speak Out! ペアになって会話をしましょう。

→ p.178

A: Different people like different smells. What smell do you like? Why?
B: I like ______. That's because ______. How about you?
A: I like ______. That's because ______.

(a) the smell of the sea / I was brought up in a town near the sea
(b) the smell of coffee / it makes me relax
(c) *Your idea*

スクリプト
A: Different people like different smells. What smell do you like? Why?
B: I like the smell of the sea. That's because I was brought up in a town near the sea. How about you?
A: I like the smell of coffee. That's because it makes me relax.

Part 4

④-46 **What is the third theory on love?**

④-52 ポーズ読み（フレーズ） ④-53 ポーズ読み（文）

④-47 **chemical** [kémɪkəl]
dopamine [dóupəmìːn]
release [rɪlíːs]
enjoyable [ɪndʒɔ́ɪəbl]
stage [stéɪdʒ]
level [lévəl]
gradually [grǽdʒuəli]
decline [dɪkláɪn]
last(動) [lǽst]

④-49 *Beth*: OK./ The third theory is/that people love/because of chemicals in the body./ According to Helen Fisher,/ an American researcher,/dopamine is released in our brain/when we are falling in love./ Dopamine is a chemical/which is produced/when we do something exciting or enjoyable./ In the first stage of love,/we get excited/because of this chemical./

④-50 However,/the levels of dopamine gradually decline./ In the next stage,/another chemical called oxytocin/ is produced./ Couples feel closer to each other/ because of this chemical./ In this way,/their relationship can last longer./

④-51 *Garcia*: Thank you,/Beth./ G-4 I was very surprised/to learn the fact/that chemicals make love come along/and last for a long time./ Now,/we have heard about three different theories./ Which theory do you like?/

スクリプト
True or False
1. Helen Fisher is an American researcher who discovered dopamine.
2. Couples feel closer to each other because of dopamine.
3. According to the theory, chemicals in the body make people love.

④-54 1. T / (F) 2. T / (F) 3. (T) / F

Grammar 同格の that 節 →p.191

A[名詞]の内容を that 節が説明しているよ。関係代名詞 that との違いに注意しよう。

G-4 **A [名詞] + that + S + V** SがVするというA

I was very surprised to learn *the fact* **that** chemicals make love come along and last for a long time.

私は化学物質が愛を生じさせ，長続きさせる［という事実］を知ってとても驚きました。

④-48 2 **Helen Fisher** [hélən fíʃər] ヘレン・フィッシャー 7 **get excited** 興奮する 9 **oxytocin** オキシトシン 11 **in this way** このように（して） 14 **come along** 生じる

5

④-55 Check Up! 本文に関する質問に英語で答えなさい。

1. According to the third theory, why do people love?
— Because of [chemicals in the body].
2. What chemical is released in our brain when we are falling in love?
— [Dopamine is].
3. What happens to couples when oxytocin is produced?
— They [feel closer to each other].

④-56 Sum Up! 空所に適切な語を選んで入れなさい。

People love because of [chemicals] in the body. When we are falling in love, [dopamine] is released in our brain. At first, we get [excited] because of this chemical. Then, [oxytocin] is produced. Because of this chemical, couples feel [closer] to each other, and their relationship can last longer.

excited / closer / dopamine / chemicals / oxytocin

④-57 Speak Out! ペアになって会話をしましょう。 →p.178

A : Dopamine is released in our brain when we are excited. When do you get excited?
B : I get excited ______. How about you?
A : I get excited ______.

(a) when I'm watching action movies
(b) when I'm playing video games
(c) *Your idea*

action [ǽkʃən] movie アクション映画

スクリプト
A : Dopamine is released in our brain when we are excited. When do you get excited?
B : I get excited when I'm watching action movies. How about you?
A : I get excited when I'm playing video games.

More Information

Information 1

恋愛に関する３つの学説



トマス・ルイス
（アメリカ人の精神医学者）

トマス・ルイスの学説

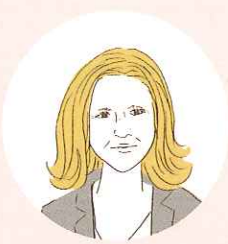
脳には本能，感情，記憶を司る部分があり，そこを通じて言葉を交わさずに互いの感情に影響を与え合っているといわれている。たとえば赤ちゃんには親の姿やにおい，ほおずりや抱擁などの快適で親密な愛情に満ちた記憶が刷り込まれ，そうした感情的な記憶は大人になっても簡単には消えない。そのため，無意識のうちに親や兄弟を思い起こさせてくれる人や，快適さと愛情を与えてくれるような人をパートナーに選ぶ傾向がある。



クラウス・ウェデキント
（スイス人の生物学研究者）

クラウス・ウェデキントの実験

44人の男性が着たTシャツのにおいを，彼らとは面識のない49人の女性がかぎ，その好感度を採点。実験に備えて，男性はにおいを生じさせるような飲食を避けたうえで，消臭剤や香水・香料入りの石けんを使用せずに2日間にわたって同じTシャツを着用。女性は実験の2週間前より鼻スプレーで鼻の粘膜を保護した。においは「強さ」「快さ」「セクシーさ」の3点において，10段階評価で採点された。その結果，遺伝子の型が自分のものと異なる男性が着たTシャツのにおいを好む女性が多かった。



ヘレン・フィッシャー
（アメリカ人の人類学者）

ヘレン・フィッシャーの学説

脳内の化学物質であるドーパミンは喜びや興奮などの刺激によって分泌され，やる気，集中力，高揚感を高める。ヘレン・フィッシャーは人の恋愛感情にはドーパミンが関与していると考え，激しい恋に落ちたばかりの男女30人の脳の一部をMRIで撮影した。恋人の写真を見ているときと，無関係の異性の写真を見ているときの2回にわたって撮影が行われ，その結果，恋人の写真を見ているときの脳はより多くのドーパミンが分泌されていることがわかった。ヘレンは，ドーパミンが恋愛の核となる感情を生み出す燃料のようなものであると結論づけた。

Information 2

プレゼンテーションの進め方

1 準備



(1) テーマ・目的の設定

(例)「学校に制服は必要か」「リサイクルについて」

(2) 資料収集

インターネットや図書館などを利用して資料を探す。得た情報が正確であるかどうかチェックすることも重要である。資料を引用する場合は，必ず出典を明確にする。

(3) 原稿作成

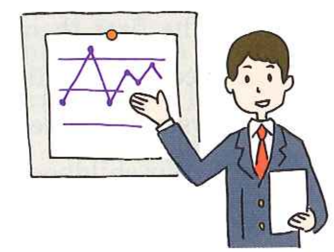


図などを用いて大まかな構成を考え，それをもとに原稿を作成する。初めに結論を提示しておくと主張がわかりやすい。また，写真・表などの視覚的な資料を準備すると効果的である。

(4) リハーサル

実際の声の大きさで読んでみて，聞き手を意識してアイコンタクトやジェスチャーなどを工夫する。原稿を覚えるくらい何度も練習するとよい。

2 実施



発表の「内容」に加えて，「話し方」も重要な要素となるので，本番では自信をもって話す。また，プレゼンテーション終了後は，質疑応答の時間を設ける場合が多いので，聞き手は質問することを考えながら聞くとよい。

3 評価

次のような項目をもとに，相互評価・自己評価を行い，次回の改善につなげる。

内容		話し方	
❶ わかりやすい内容だったか	5・4・3・2・1	❶ 声の大きさ・発声の明瞭さ	5・4・3・2・1
❷ 主張は明確だったか	5・4・3・2・1	❷ 話す速度・強弱・ポーズ（間）	5・4・3・2・1
❸ 十分な情報があったか	5・4・3・2・1	❸ 姿勢・アイコンタクト	5・4・3・2・1
コメント：			

5：とてもよい　4：よい　3：ふつう　2：あまりよくない　1：改善が必要

音読 Training!

Part 1

4-16 ポーズ読み（フレーズ） 4-17 ポーズ読み（文）

4-13 *Garcia, / Andy, / Megumi, / and Beth are giving a presentation in a class. /*

4-14 G: Good afternoon, / everyone. / I'm Garcia / and I am the moderator of this presentation. / Today, / we'd like to talk about the secret of love. / Most of you have fallen in love with someone before, / haven't you? / When we fall in love, / we become so crazy / that we cannot think of anything else. / We sometimes lose our appetite. / Sometimes we can't sleep well. /

4-15 Why do you think / people fall in love? / What brings us that strange feeling of love? / Today, / let's take a look at the theories of three researchers. / Andy, / Megumi, / and Beth will explain them to you. / Andy, / are you ready? / (113)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 2

4-28 ポーズ読み（フレーズ） 4-29 ポーズ読み（文）

4-25 A: Sure. / The first theory is / that people fall in love / because of their childhood experiences. / According to Thomas Lewis, / an American researcher, / love comes from physical closeness / as a child. / For example, / we were held in our mother's arms / in our childhood. / Our brain remembers / how comfortable that was. / As we get older, / we look for the same kind of experience / without knowing it. /

4-26 When we love someone, / he or she can remind us / of good childhood memories. / In a sense, / we love someone / because we hope to go back to the past again. /

4-27 G: Thank you, / Andy. / Very interesting. / According to this theory, / we love someone / due to our hidden memories. / Megumi, / now it's your turn. / (116)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

4-40 ポーズ読み（フレーズ） 4-41 ポーズ読み（文）

4-37 M: Right. / The second theory is / that people love someone / who has different genes from their own. / If different types of genes are combined, / healthier babies will be born. /

4-38 Claus Wedekind, / a Swiss researcher, / carried out a unique experiment / called the "Sweaty T-Shirt Study." / First, / 44 men wore T-shirts for two days. / Second, / 49 women smelled those T-shirts. / And then / the women were asked to choose / which T-shirts they were most attracted to. / The results showed / many women chose T-shirts / worn by men / whose genes were most different from theirs. /

4-39 G: What an interesting experiment! / According to this theory, / genes choose a partner. / Thank you, / Megumi. / Now, / let's listen to Beth. / (109)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

4-52 ポーズ読み（フレーズ） 4-53 ポーズ読み（文）

4-49 B: OK. / The third theory is / that people love / because of chemicals in the body. / According to Helen Fisher, / an American researcher, / dopamine is released in our brain / when we are falling in love. / Dopamine is a chemical / which is produced / when we do something exciting or enjoyable. / In the first stage of love, / we get excited / because of this chemical. /

4-50 However, / the levels of dopamine gradually decline. / In the next stage, / another chemical called oxytocin / is produced. / Couples feel closer to each other / because of this chemical. / In this way, / their relationship can last longer. /

4-51 G: Thank you, / Beth. / I was very surprised / to learn the fact / that chemicals make love come along / and last for a long time. / Now, / we have heard about three different theories. / Which theory do you like? / (131)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

4-58 本文通し読み

Finish Up!

恋愛についての３つの学説をまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

The first theory

Cause of Love Childhood ([1] experiences)

- Physical ([2] closeness) as a child is the reason why we fall in love.
- We love someone because we hope to go back to the ([3] past).

The second theory

Cause of Love ([4] Different) types of genes from our own

- ([5] Healthier) babies will be born if different types of genes are combined.
- The "Sweaty ([6] T-Shirt) Study": Women chose T-shirts of men whose ([7] genes) were most different from their own.

The third theory

Cause of Love ([8] Chemicals) in the body

- ([9] Dopamine) is produced in our brain when we are falling in love.
- ([10] Oxytocin) is a chemical which makes couples feel closer to each other.

genes / T-Shirt / chemicals / dopamine / experiences
healthier / oxytocin / closeness / different / past

スクリプト 4-59
1. (T) / F 2. T / (F) 3. T / (F) 4. T / (F) 5. (T) / F

True or False
1. The first theory says that we fall in love because of physical closeness as a child.
2. If similar types of genes are combined, healthier babies will be born.
3. In the "Sweaty T-Shirt Study," women chose T-shirts of good-looking men.
4. When we fall in love, oxytocin is soon produced in our brain.
5. The third theory says that oxytocin makes couples feel closer to each other.

Exercises

1 日本文に合うように，[ ] 内の語を並べかえなさい。 G-1

1. 彼女の好きな食べ物は何だと思いますか。
[think / her / you / food / what / do / favorite / is] ?
What do you think her favorite food is ?

2. なぜサムは今日，早く学校に来たと思いますか。
[came / Sam / why / you / do / school / think / early / to] today?
Why do you think Sam came to school early today?

2 次の英文を日本文に直しなさい。 G-2

1. The problem is that we don't have much money.
問題は私たちがあまりお金を持っていないということだ。

2. The fact is that I left my bag in the train.
実は私は電車にかばんを置き忘れた。

3 日本文に合うように，( ) に適切な語を書きなさい。 G-3 G-4

1. 私は父親が医者である少年に会いました。
I met a boy (whose) father is a doctor.

2. 屋根が赤色の家は私の家です。
The house (whose) roof is red is mine.

3. 彼女が留学したいという事実は驚くべきものではありません。
The fact (that) she wants to study abroad is not surprising.

4. 私たちは彼が試験に合格したという知らせを聞きました。
We heard the news (that) he passed the test.

By YourSELF!!

→ p.178

2 の１を参考に，自分が問題だと考えていることを表す文を書いてみよう！

The problem is that you talk with your friends during the class .

5-01

LESSON 6

Gaudi and His Messenger

5-02

Part 1 What is the Sagrada Familia?

サグラダ・ファミリアとは何でしょうか？





文法 現在分詞の分詞構文 復習

キーワード 5-03 odd 変わった
construction 建設

5-04

Part 2 Did the Sagrada Familia continue to be built after Gaudi's death?

ガウディの死後，サグラダ・ファミリアは建設され続けたのでしょうか？



文法 過去分詞の分詞構文

キーワード 5-05 harmonious 調和のとれた
complete ～を完成させる

5-06

Part 3 How did Sotoo become a sculptor of the Sagrada Familia?

どのようにして外尾さんはサグラダ・ファミリアの彫刻家になったのでしょうか？



文法 S＋V[知覚動詞]＋O＋過去分詞

キーワード 5-07 carve ～を彫る
impulse 衝動

5-08

Part 4 What does Sotoo think of while he is working on the Sagrada Familia?

サグラダ・ファミリアに取り組んでいる間，外尾さんは何を考えているのでしょうか？





文法 付帯状況を表す with

キーワード 5-09 form 形
will 意思

Part 1 5-10 What is the Sagrada Familia?

5-16 ポーズ読み（フレーズ） 5-17 ポーズ読み（文）

5-11 odd [ɑ́(:)d] -shaped [ʃéɪpt] church [tʃə́:rtʃ]
construction [kənstrʌ́kʃən] lack [lǽk]
fund [fʌ́nd] donation [dounéɪʃən] admission [ədmíʃən] fee [fí:]
architect [ɑ́:rkɪtèkt] 発 ア position [pəzíʃən]
completely [kəmplí:tli] 発
health [hélθ] 発
instead [ɪnstéd] 発 spent [spént] < spend insect [ínsekt] ア


アントニオ・ガウディ

5-13 An odd-shaped church,/the Sagrada Familia,/stands in Barcelona,/Spain./ It has been under construction/since 1882/because of a lack of money. / It has been funded/only by donations and admission fees./

5-14 The church was designed by Antonio Gaudi/(1852–1926). / He took over the head architect's position/in 1883,/when he was only 31./ G-1 He began to build the church in his own way,/changing the original plan completely./

5-15 Gaudi was born in Catalonia,/Spain. / As a child,/ he was in poor health/and was not able to play outside./ Instead,/he spent his childhood/observing the nature around him/such as plants and insects./ This experience had a great influence on his art./

5-18 1. T / (F) 2. (T) / F 3. (T) / F

Grammar 現在分詞の分詞構文 復習 →p.192

G-1 S + V(,) ～ing ～しながら S は V する

He began to build the church in his own way, **changing** the original plan completely.

彼は元の計画を完全に 変えながら 自分のやり方で教会を建設し始めました。

現在分詞の分詞構文は，「付帯状況」のほかに「時」「理由」などの意味も表すよ。

5-12
1 **odd-shaped** 変わった形の 1 **the Sagrada Familia** [sɑ(:)grɑ́:də fɑ(:)míljə] サグラダ・ファミリア
2 **Barcelona** [bɑ̀:rsəlóunə] バルセロナ 3 **be under construction** 建設中である
7 **Antonio Gaudi** [æntóuniòu gaudí:] アントニオ[アントニ]・ガウディ 8 **take over ～** ～を引き継ぐ
10 **in *one's* own way** 自分のやり方で 12 **Catalonia** [kæ̀təlóuniə] カタロニア[カタルーニャ]州
13 **be in poor health** 病弱である

スクリプト True or False
1. The Sagrada Familia has been under construction since 1982.
2. Gaudi became the head architect of the Sagrada Familia when he was 31.
3. Observing nature had a great influence on Gaudi's art.

6

5-19 Check Up! 本文に関する質問に英語で答えなさい。

1. How long has the Sagrada Familia been under construction?
— It has been under construction since 1882 / for 137 years .

2. Who designed the Sagrada Familia?
— Antonio Gaudi did .

3. How did Gaudi spend his childhood?
— He spent his childhood observing the nature around him .

5-20 Sum Up! 空所に適切な語を選んで入れなさい。

An odd-shaped church, the Sagrada Familia, has been under construction in Barcelona since 1882. It was designed by Antonio Gaudi. He spent his childhood observing the nature around him because of his poor health . His art was influenced by this experience.

health / odd-shaped / construction / influenced / designed

5-21 Speak Out! ペアになって会話をしましょう。 →p.178

A : Gaudi spent his childhood observing the nature around him. When you were a child, what did you like to do?
B : I liked to ＿＿＿＿. How about you?
A : I liked to ＿＿＿＿.

(a) catch insects outside
(b) read books at home
(c) *Your idea*

スクリプト
A : Gaudi spent his childhood observing the nature around him. When you were a child, what did you like to do?
B : I liked to catch insects outside. How about you?
A : I liked to read books at home.

Part 2



5-22 **Did the Sagrada Familia continue to be built after Gaudi's death?**

5-28 ポーズ読み（フレーズ） 5-29 ポーズ読み（文）

5-23
belief [bɪlíːf]
devote [dɪvóut]
harmonious [hɑːrmóuniəs] ㋐
structurally [strʌ́ktʃərəli]
model [mɑ́(ː)dəl]
burn [bə́ːrn]
civil [sívəl]
pupil [pjúːpəl]
drew [drúː] ㊊ < draw
builder [bíldər]
complete [kəmplíːt] ㊊
pace [péɪs]
advanced [ədvǽnst] ㋐

5-25 Gaudi had strong Catholic beliefs. / He devoted his life to the Sagrada Familia. / He wanted to create a church / that was beautiful, / harmonious, / and structurally perfect. /

5-26 After Gaudi's death, / the Sagrada Familia continued to be built. / However, / Gaudi's designs and models were no longer used. / They were burned or destroyed / in the Spanish Civil War. / Instead, / Gaudi's pupils drew the designs, / thinking of what Gaudi had told them. / Still now, / the builders are trying to imagine / what Gaudi had in mind. /

5-27 In 2013, / it was announced / that the church would be completed / in 2026. / It will be 100 years / after Gaudi's death. / [G-2] The builders are increasing / the pace of its construction, / helped by advanced technology and more funds. /

スクリプト
True or False
1. Gaudi wanted to create the most beautiful church in the world.
2. The builders cannot see Gaudi's designs and models now.
3. Advanced technology and more funds help the builders increase the pace of the construction.

5-30 1. T / (F)　2. (T) / F　3. (T) / F

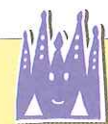
Grammar 過去分詞の分詞構文 →p.192

G-2 S + V, 過去分詞　～されてSはVする

The builders are increasing the pace of its construction, **helped** by advanced technology and more funds.

先進技術や資金の増加に（助けられて），建設者たちはその建設のペースを速めています。

過去分詞の分詞構文は，付帯状況のほかに「時」「理由」などの意味も表すよ。



5-24
1 **Catholic** [kǽθəlɪk]（ローマ）カトリック（教会）の　1 **devote *A* to *B*** *A*を*B*にささげる
8 **the Spanish Civil War** [spǽnɪʃ sívəl wɔ́ːr] スペイン内戦（1936-39）
11 **have ～ in mind**　～のことを考えている

5-31 Check Up!　本文に関する質問に英語で答えなさい。

1. What kind of church did Gaudi want to create?
— He wanted to create a church （that was beautiful, harmonious, and structurally perfect）.
2. What are the builders still doing now?
— They are trying （to imagine what Gaudi had in mind）.
3. When will the Sagrada Familia be completed?
— It will be （completed in 2026）.

5-32 Sum Up!　空所に適切な語を選んで入れなさい。

Gaudi wanted to create a church that was beautiful, （harmonious）, and structurally perfect. After Gaudi's （death）, his pupils continued to build the church, thinking of what Gaudi had told them. Still now, the （builders） are trying to imagine （what） Gaudi had in mind. The church will be （completed） in 2026.

builders / harmonious / death / completed / what

5-33 Speak Out!　ペアになって会話をしましょう。 →p.178

A : Gaudi designed a lot of unique buildings. Which building on page 92 are you interested in? Why?
B : I'm interested in ＿＿＿ because ＿＿＿. How about you?
A : I'm interested in ＿＿＿ because ＿＿＿.

(a) the Casa Milà / I like the shape of the building
(b) the Parc Güell / it is like an amusement park
(c) *Your idea*

the Casa Milà [kɑ́ːsə míːlə] カサ・ミラ　shape [ʃéɪp] 形　the Parc Güell [pɑ́rk gwél] グエル公園
amusement [əmjúːzmənt] park 遊園地

スクリプト
A : Gaudi designed a lot of unique buildings. Which building on page 92 are you interested in? Why?
B : I'm interested in the Casa Milà because I like the shape of the building. How about you?
A : I'm interested in the Parc Güell because it is like an amusement park.

Part 3



5-34
How did Sotoo become a sculptor of the Sagrada Familia?

5-39 ポーズ読み（フレーズ） 5-40 ポーズ読み（文）

5-35
- sculpture [skʌ́lptʃər]
- angel [éɪndʒəl] 発
- carve [kɑ́ːrv]
- sculptor [skʌ́lptər]
- major(動) [méɪdʒər] 発
- impulse [ímpʌls] ア
- stonework [stóʊnwə̀ːrk]
- pile [páɪl]
- repeatedly [rɪpíːtɪdli]
- let [lét]
- accept [əksépt]

5-37 We can see a beautiful sculpture,/ "The Nativity Facade,"/in the Sagrada Familia./ Surprisingly,/the 15 angels on it/were carved by a Japanese sculptor,/ Etsuro Sotoo./ He was born in Fukuoka/in 1953./ At university,/he majored in sculpture./ One day,/at the age of 25,/he suddenly felt an impulse/to carve stone./ He left Japan for Europe,/where there is a strong culture of stonework./

5-38 After visiting Paris,/ Sotoo happened to get on a train to Barcelona./ At that time,/the Sagrada Familia was not so popular among tourists./ G-3 When he visited it,/he saw a lot of stones piled up there./ Suddenly,/he felt the impulse again./ He repeatedly asked the head architect/to let him carve./ Finally,/Sotoo was accepted/ as a sculptor of the Sagrada Familia./

スクリプト 5-41 1. (T) F 2. (T) F 3. T (F)

True or False
1. Sotoo is a Japanese sculptor born in 1953.
2. Sotoo went to Paris, and then to Barcelona.
3. Sotoo was accepted as the head architect of the Sagrada Familia.

Grammar S+V[知覚動詞]+O+過去分詞 →p.193

G-3 see + O + 過去分詞 Oが～される[されている]のを見る

When he visited it, he **saw** *a lot of stones* **piled** up there.

彼がそこを訪れたとき，そこにたくさんの石が 積み重ねられているのを見ました 。

5-36
1 **The Nativity Facade** [nətívəti fəsɑ́ːd] 生誕のファサード（Nativityはキリストの生誕，facadeは建物の正面のこと）
5 **major in ～** ～を専攻する 9 **happen to *do*** たまたま～する 12 **pile up ～** ～を積み重ねる

6

5-42 Check Up! 本文に関する質問に英語で答えなさい。

1. Who carved the 15 angels on "The Nativity Facade"?
— A Japanese sculptor, Etsuro Sotoo did.

2. Why did Sotoo leave Japan for Paris when he was 25?
— Because he felt an impulse to carve stone .

3. What did Sotoo see in the Sagrada Familia?
— He saw a lot of stones piled up there.

5-43 Sum Up! 空所に適切な語を選んで入れなさい。

The 15 angels on "The Nativity Facade" were carved by a Japanese sculptor, Etsuro Sotoo. When he was 25, he felt an impulse to carve stone. He left Japan for Paris, and then visited Barcelona. He saw a lot of stones piled up in the Sagrada Familia. Suddenly, he felt the impulse again and became a sculptor there.

impulse / sculptor / piled / carved / left

5-44 Speak Out! ペアになって会話をしましょう。 →p.179

A : Sotoo felt an impulse to carve stone at the age of 25. Have you ever felt the impulse to do something?
B : Yes, I have.
A : Please tell me more.
B : .

(a) I felt the impulse to meet an old friend
(b) I felt the impulse to eat chocolate
(c) *Your idea*

スクリプト
A : Sotoo felt an impulse to carve stone at the age of 25. Have you ever felt the impulse to do something?
B : Yes, I have.
A : Please tell me more.
B : I felt the impulse to meet an old friend.

5-45

Part 4



What does Sotoo think of while he is working on the Sagrada Familia?

5-51 ポーズ読み（フレーズ） 5-52 ポーズ読み（文）

5-46 bond [bɑ́(:)nd]
surround [səráund]
form [fɔ́:rm]
interior [intíəriər] 発
will(名) [wíl]

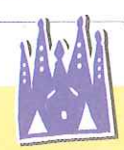
5-48 Sotoo has been working on the Sagrada Familia/for more than 40 years. / He often thinks of the strong bond/between Gaudi and nature. / "Gaudi wanted to create something/that makes us happy,"/Sotoo says./ "Gaudi was happy/when he was surrounded by nature/ in his childhood. / Therefore,/he thought/nature could make us happy. / He also believed/that the most beautiful forms could be found/in nature." / In fact,/the interior of the Sagrada Familia/looks like a forest./

5-49 Sotoo adds,/"Working on the Sagrada Familia/made Gaudi a great architect. / As for me,/carving stone has created/what I am."/

5-50 "Let's make much better things tomorrow." / These were Gaudi's last words/before he died. / Sotoo continues to carve stone/with Gaudi's will in mind./ G-4

スクリプト 5-53 1. Ⓣ F 2. T Ⓕ 3. T Ⓕ

True or False
1. Sotoo thinks that Gaudi wanted to create something that makes us happy.
2. Sotoo thought that nature could make us happy.
3. Gaudi's last words were "Carving stone has created what I am."



Grammar 付帯状況を表す with → p.193

G-4 **with＋A[(代)名詞]＋修飾語句** Aが〜の状態で

Sotoo continues to carve stone **with** *Gaudi's will* **in mind**.

外尾さんはガウディの意思を 心に留めて 石を彫り続けます。

5-47 1 **work on 〜** 〜に取り組む 5 **be surrounded by 〜** 〜に囲まれている 11 **as for 〜** 〜について言えば

5-54 Check Up! 本文に関する質問に英語で答えなさい。

1. What did Gaudi think could make us happy?
— He thought nature could .

2. What does the interior of the Sagrada Familia look like?
— It looks like a forest .

3. According to Sotoo, what made Gaudi a great architect?
— Working on the Sagrada Familia did .

5-55 Sum Up! 空所に適切な語を選んで入れなさい。

Gaudi thought nature could make us happy . He believed the most beautiful forms could be found in nature. Actually, the interior of the Sagrada Familia looks like a forest. Sotoo says that working on the Sagrada Familia made Gaudi a great architect . He continues to carve stone with Gaudi's will in mind.

interior / happy / architect / will / forms

5-56 Speak Out! ペアになって会話をしましょう。 → p.179

A : Gaudi was happy when he was surrounded by nature. Do you want to live in a place surrounded by nature?
B : Yes, I do. / No, I don't.
A : Why? / Why not?
B : Because .

スクリプト
A : Gaudi was happy when he was surrounded by nature. Do you want to live in a place surrounded by nature?
B : Yes, I do.
A : Why?
B : Because I can get fresh air every day.

(a) I can get fresh air every day (b) I don't like bugs and snakes
(c) *Your idea*

fresh [fréʃ] 新鮮な bug [bʌ́g] 虫 snake [snéik] ヘビ

A : Gaudi was happy when he was surrounded by nature. Do you want to live in a place surrounded by nature?
B : No, I don't.
A : Why not?
B : Because I don't like bugs and snakes.

More Information

Information 1

アントニオ・ガウディの作品群



スペインのバルセロナ市内やその郊外には，ガウディの手がけた作品が数多く残されている。そのうち，サグラダ・ファミリアの生誕の門と地下聖堂など７つの作品が「アントニオ・ガウディの作品群」として世界遺産に登録されている。ガウディは曲線と細部の装飾を多く用いた，生物的な建築が得意であった。


Parc Güell（グエル公園）

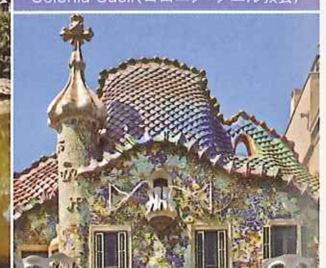

Casa Milà（カサ・ミラ）


Casa Vicens（カサ・ビセンス）


Sagrada Familia（サグラダ・ファミリア）


Palau Güell（グエル邸）


Colònia Güell（コロニア・グエル教会）


Casa Batlló（カサ・バトリョ）

LESSON 6 Gaudi and His Messenger

Information 2

ガウディが影響を与えた芸術家

ガウディは多くの建築家や芸術家に影響を与えた。特に，サルバドール・ダリ（1904～1989年），ジョアン・ミロ（1893～1983年），パブロ・ピカソ（1881～1973年）の3人は，ガウディの作品から大きな刺激や影響を受けたといわれている。

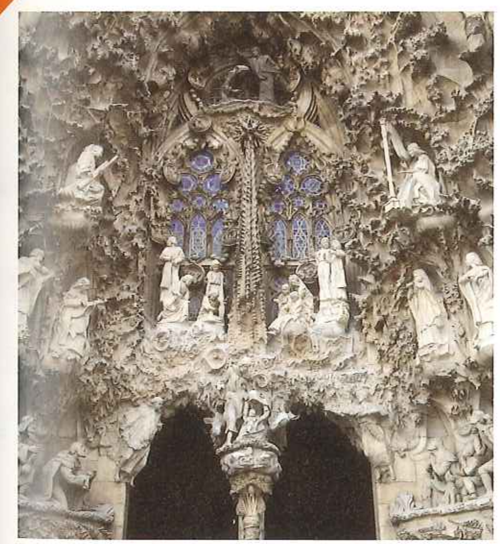

サルバドール・ダリ


ジョアン・ミロ


パブロ・ピカソ

Information 3

生誕の門 (The Nativity Facade)




外尾悦郎さん

サグラダ・ファミリアの3つある門のうちの1つ。聖堂の北側に位置し，門の一面にはイエス・キリストの誕生をテーマにした彫刻がほどこされている。外尾悦郎さんは1978年にサグラダ・ファミリアの専任彫刻師になり，実績を積み上げた後，1983年に「生誕の門」に設置する15体の天使像を彫り始めた。資料として使えるのはガウディが考案した模型の写真1枚だったが，2000年に15体すべての天使像を完成させた。

音読 Training!

Part 1

5-16 ポーズ読み（フレーズ） 5-17 ポーズ読み（文）

5-13 An odd-shaped church, / the Sagrada Familia, / stands in Barcelona, / Spain. / It has been under construction / since 1882 / because of a lack of money. / It has been funded / only by donations and admission fees. /

5-14 The church was designed by Antonio Gaudi / (1852–1926). / He took over the head architect's position / in 1883, / when he was only 31. / He began to build the church in his own way, / changing the original plan completely. /

5-15 Gaudi was born in Catalonia, / Spain. / As a child, / he was in poor health / and was not able to play outside. / Instead, / he spent his childhood / observing the nature around him / such as plants and insects. / This experience had a great influence on his art. / (116)



START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL



Part 2

5-28 ポーズ読み（フレーズ） 5-29 ポーズ読み（文）

5-25 Gaudi had strong Catholic beliefs. / He devoted his life to the Sagrada Familia. / He wanted to create a church / that was beautiful, / harmonious, / and structurally perfect. /

5-26 After Gaudi's death, / the Sagrada Familia continued to be built. / However, / Gaudi's designs and models were no longer used. / They were burned or destroyed / in the Spanish Civil War. / Instead, / Gaudi's pupils drew the designs, / thinking of what Gaudi had told them. / Still now, / the builders are trying to imagine / what Gaudi had in mind. /

5-27 In 2013, / it was announced / that the church would be completed / in 2026. / It will be 100 years / after Gaudi's death. / The builders are increasing / the pace of its construction, / helped by advanced technology and more funds. / (118)

START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL

Part 3

5-39 ポーズ読み（フレーズ） 5-40 ポーズ読み（文）

5-37 We can see a beautiful sculpture, / "The Nativity Facade," / in the Sagrada Familia. / Surprisingly, / the 15 angels on it / were carved by a Japanese sculptor, / Etsuro Sotoo. / He was born in Fukuoka / in 1953. / At university, / he majored in sculpture. / One day, / at the age of 25, / he suddenly felt an impulse / to carve stone. / He left Japan for Europe, / where there is a strong culture of stonework. /

5-38 After visiting Paris, / Sotoo happened to get on a train to Barcelona. / At that time, / the Sagrada Familia was not so popular among tourists. / When he visited it, / he saw a lot of stones piled up there. / Suddenly, / he felt the impulse again. / He repeatedly asked the head architect / to let him carve. / Finally, / Sotoo was accepted / as a sculptor of the Sagrada Familia. / (132)

START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL

Part 4

5-51 ポーズ読み（フレーズ） 5-52 ポーズ読み（文）

5-48 Sotoo has been working on the Sagrada Familia / for more than 40 years. / He often thinks of the strong bond / between Gaudi and nature. / "Gaudi wanted to create something / that makes us happy," / Sotoo says. / "Gaudi was happy / when he was surrounded by nature / in his childhood. / Therefore, / he thought / nature could make us happy. / He also believed / that the most beautiful forms could be found / in nature." / In fact, / the interior of the Sagrada Familia / looks like a forest. /

5-49 Sotoo adds, / "Working on the Sagrada Familia / made Gaudi a great architect. / As for me, / carving stone has created / what I am." /

5-50 "Let's make much better things tomorrow." / These were Gaudi's last words / before he died. / Sotoo continues to carve stone / with Gaudi's will in mind. / (126)

START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL

5-57 本文通し読み

Finish Up!

サグラダ・ファミリアについてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

The Sagrada Familia

Location: (1 Barcelona), Spain **Designer:** Antonio Gaudi

Japanese sculptor: Etsuro Sotoo

Building funds: (2 donations) and admission fees

Features: It is an (3 odd-shaped) church.
Its (4 interior) looks like a forest.

Designer's idea: He wanted to create something that makes us (5 happy).

History

Year	Event
1852	Gaudi was born in (6 Catalonia), Spain.
1882	The Sagrada Familia began to be built.
1883	Gaudi took over the (7 head) architect's position.
1926	Gaudi died.
1953	Sotoo was born in Fukuoka.
1978	Sotoo visited the Sagrada Familia and felt the (8 impulse) to carve stone. He was (9 accepted) as a sculptor.
2013	It was (10 announced) that the church would be completed in 2026.

announced / Catalonia / impulse / donations / interior
odd-shaped / head / accepted / happy / Barcelona

スクリプト 5-58 1. T / (F) 2. (T) / F 3. (T) / F 4. T / (F) 5. T / (F)

True or False
1. The Sagrada Familia is funded only by admission fees.
2. The interior of the Sagrada Familia looks like a forest.
3. The Sagrada Familia began to be built in 1882.
4. After Sotoo was accepted as a sculptor, he visited the Sagrada Familia.
5. Sotoo will complete the Sagrada Familia in 2026.

Exercises

1 次の英文を日本文に直しなさい。 G-1 G-2

1. Looking up at the sky, I saw a small plane.
   空を見上げると，小さな飛行機が見えた。
2. Seen from the top of the mountain, the city looks very small.
   山の頂上から見ると，街はとても小さく見える。
3. Written in Japanese, the report is easy to understand.
   日本語で書かれているので，その報告書は理解しやすい。

2 日本文に合うように，[ ] 内の語を適切な形に変えて ( ) に書きなさい。 G-3

1. 私は病院で自分の名前が呼ばれるのが聞こえました。 [call]
   I heard my name (called) in the hospital.
2. 私は彼女がたくさんの子どもたちに囲まれているのを見ました。 [surround]
   I saw her (surrounded) by a lot of children.
3. 彼は戦争中にたくさんの人々が殺されるのを見ました。 [kill]
   He saw many people (killed) during the war.

3 日本文に合うように，[ ] 内の語(句)を並べかえなさい。 G-4

1. 彼はドアを開けたまま家を出て行きました。
   He [open / with / the house / the door / left] .
   He left the house with the door open .
2. 彼女は目を閉じたままベンチに座っていました。
   She [on / sitting / was / eyes / the bench / her / closed / with] .
   She was sitting on the bench with her eyes closed .

By YourSELF!! → p.179

2 を参考に，だれか[何か]が～される[されている]のを見たり聞いたりしたことを書いてみよう！

I saw Kenji praised by his teacher .

5-59

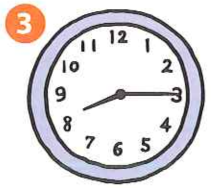
Sound Practice 3
時刻・時間

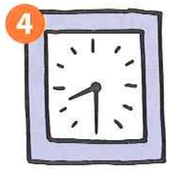
1

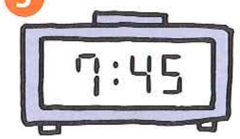
・eight o'clock

2

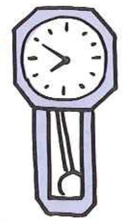
・ten past eight
・eight ten

3

・quarter past eight
・eight fifteen

4

・half past eight
・eight thirty

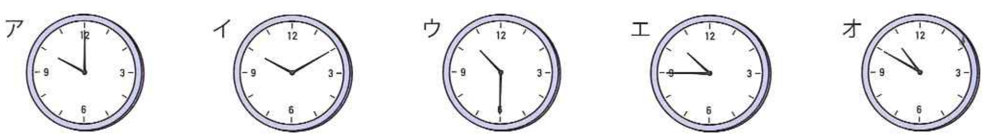
5


・quarter to eight
・seven forty-five

6

・ten to eight
・seven fifty

Exercises

5-60 **1** 読まれた時刻に合うものを記号で選びなさい。

ア　イ　ウ　エ　オ


(1) (ウ)　(2) (イ)　(3) (エ)　(4) (ア)　(5) (オ)

5-61 **2** (　　　) 内に聞き取った時刻を数字で書き入れなさい。

(1) Our class finished at (4:00).
(2) Yesterday I went to bed at (12:10).
(3) I take the train at (8:30).
(4) The volleyball game started at (1:45).
(5) We had dinner at (7:40).

5-62

Sound Practice 4
いろいろな数字



1 日付

(1) 2月1日 → **February (the) first**
(2) 6月7日 → **June (the) seventh**

2 年号

(1) 2000年 → **two thousand** ※1900年 = nineteen hundred
(2) 2020年 → **two thousand (and) twenty / twenty twenty** ※2000+数字 / 2けたずつ区切る
(3) 1985年 → **nineteen eighty-five** ※2けたずつ区切る
(4) 1980年代 → **the nineteen eighties [the 1980s]** ※複数形にする

3 電話番号

並んでいる数字をそのまま1つずつ読む。77のように同じ数字が2回続くときはdoubleを使って，double sevenのように読むこともある。

(1) 03-3814-2151 → o[zero] three, three eight one four, two one five one
(2) 092-725-6677 → o[zero] nine two, seven two five, **double** six **double** seven

Exercises

5-63 **1** 聞こえたほうを〇で囲みなさい。

(1) 4月5日 / 5月4日　(2) 12月21日 / 12月31日
(3) 2012年 / 2120年　(4) 1989年 / 1998年
(5) 06-6779-1531 / 06-6679-1531　(6) 052-935-2858 / 052-935-3858

5-64 **2** (　　　) 内に聞き取った数字を書き入れなさい。

(1) Her birthday is September (28th).
(2) How old will you be in the year (2045)?
(3) The World Cup in (1982) was held in Spain.
(4) Do you know what was popular in the (1970s)?
(5) The telephone number of the ABC Company is (192-3084-0029).

6-01

LESSON 7 Letters from a Battlefield

6-02

Part 1 Where was this letter sent from?

この手紙はどこから送られたのでしょうか？



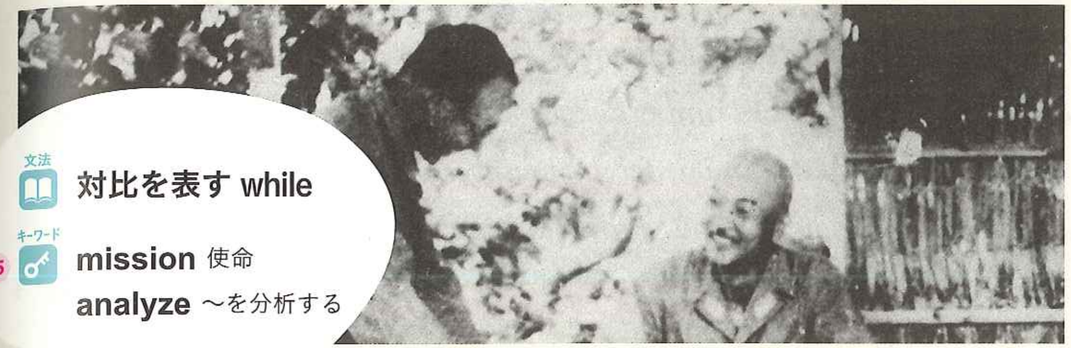
文法 複合関係詞

キーワード 6-03
commander 司令官
flat 平らな

6-04

Part 2 Why did Japanese soldiers fight on Iwoto?

なぜ日本兵は硫黄島で戦ったのでしょうか？



文法 対比を表す while

キーワード 6-05
mission 使命
analyze ～を分析する

6-06

Part 3 What kinds of problems did Japanese soldiers have when they made shelters?

(地下)壕を作ったとき，日本兵はどのような問題を抱えていたのでしょうか？



文法 動名詞の意味上の主語

キーワード 6-07
shelter 避難壕
encourage ～に勧める

6-08

Part 4 What happened to the Japanese soldiers on Iwoto?

硫黄島の日本兵はどうなったのでしょうか？



文法 完了形の分詞構文

キーワード 6-09
deliver ～を配達する
invade ～に侵攻する

Part 1 6-10 Where was this letter sent from?

6-16 ポーズ読み（フレーズ） 6-17 ポーズ読み（文）

6-13 *I really feel sorry for you,/hearing how your hands get cold and cracked/because of the cold weather and water in winter./ G-1 Whenever you use water,/make sure you dry your hands/and then rub them/until they get warm./* (December 11th,/1944)/

6-14 This letter was written by Tadamichi Kuribayashi/ to his wife. / He was a commander on Iwoto,/a battlefield during World War II. / He wrote many letters to her/from there./

6-15 Iwoto is a small flat island/that lies 1,250 km south of Tokyo./One of the hardest battles/between Japan and the US/was fought there./ The island was a very important place/for both the US and Japan./ For Japan,/it was the last base/to protect the mainland./

6-11
- cracked [krækt]
- dry [drái]
- rub [rʌb]
- commander [kəmǽndər]
- flat [flæt]
- lie [lái]
- battle [bǽtl]
- fought [fɔ́ːt] 過 < fight
- base (名) [béɪs]
- protect [prətékt]
- mainland [méɪnlənd]

6-18 1. (T) F 2. T (F) 3. (T) F

スクリプト
True or False
1. Tadamichi Kuribayashi wrote many letters to his wife from Iwoto.
2. Iwoto is a small flat island that lies 1,250 km north of Tokyo.
3. Iwoto was an important island for both Japan and the US.

複合関係詞には wherever（～するところはどこでも），whatever（～するものは何でも）などもあるよ。

Grammar 複合関係詞 → p.194

G-1 **whenever + S + V** SがVするときはいつでも

Whenever you use water, make sure you dry your hands and then rub them until they get warm.

水を使う　ときはいつでも　，必ず手を乾かし，それから温まるまでこするようにしてください。

6-12 3 **make sure + S + V** SがVするようにする　4 **get warm** 温まる

7

6-19 Check Up! 本文に関する質問に英語で答えなさい。

1. Who was Tadamichi Kuribayashi?
— He was a commander on Iwoto .

2. Who did Kuribayashi write many letters to?
— He wrote them to his wife .

3. Why was Iwoto important for Japan?
— Because it was the last base to protect the mainland .

6-20 Sum Up! 空所に適切な語を選んで入れなさい。

Tadamichi Kuribayashi was a commander on Iwoto, a battlefield during World War II. He wrote many letters to his wife from there. Iwoto is a small flat island, but it was a very important place for both the US and Japan. For Japan, it was the last base to protect the mainland .

mainland / battlefield / commander / flat / both

6-21 Speak Out! ペアになって会話をしましょう。 → p.179

A : Kuribayashi wrote many letters to his wife from Iwoto. Have you ever written letters or cards by hand?

B : Yes, I have written ______ to ______. How about you?

A : I have written ______ to ______.

(a) a long letter / my grandmother
(b) New Year's cards / my friends
(c) *Your idea*

New Year's card 年賀状

スクリプト
A : Kuribayashi wrote many letters to his wife from Iwoto. Have you ever written letters or cards by hand?
B : Yes, I have written a long letter to my grandmother. How about you?
A : I have written New Year's cards to my friends.

Part 2

6-22

Why did Japanese soldiers fight on Iwoto?

6-28 ポーズ読み（フレーズ） 6-29 ポーズ読み（文）

6-25 G-2 Twenty thousand Japanese soldiers fought/in the battle on Iwoto,/while on the American side/there were 60,000 soldiers./ The American side was sure/ that the Japanese side would be beaten/within five days. / Contrary to this expectation,/the battle continued/for over one month./

6-26 Kuribayashi was leading the Japanese side. / His mission was / to delay the US attacks / on the Japanese mainland/for as long as possible. / Losing Iwoto meant/losing the lives of many people/on the mainland. / To complete his mission, / he was prepared to die on Iwoto/with his soldiers./

6-27 He analyzed the geographical features of Iwoto carefully. / Then he decided to fight against the US/ by hiding underground. / He believed / that his strategy would decrease / the loss of Japanese soldiers/and make the war longer./

6-23
- **beaten** [bíːtən] < beat
- **contrary** [ká(ː)ntrèri]
- **expectation** [èkspektéɪʃən]
- **lead** [líːd]
- **mission** [míʃən]
- **delay** [dɪléɪ]
- **attack** [ətǽk]
- **meant** [mént] ⊛ < mean
- **prepared** [prɪpéərd]
- **analyze** [ǽnəlàɪz] ⊘
- **geographical** [dʒìːəgrǽfɪkəl]
- **hide** [háɪd]
- **underground** [ʌ̀ndərgráʊnd]
- **strategy** [strǽtədʒi]
- **loss** [lɔ́(ː)s]

6-30 1. (T) / F 2. T / (F) 3. T / (F)

スクリプト True or False
1. The American side thought that the Japanese side would be beaten soon.
2. Kuribayashi's mission was to beat America as soon as possible.
3. Kuribayashi did not think of any good strategy for the battle.

Grammar 対比を表す while → p.194

G-2 **..., while ～** …だが，一方～

Twenty thousand Japanese soldiers fought in the battle on Iwoto, **while** on the American side there were 60,000 soldiers.

２万人の日本兵が硫黄島の戦闘で戦いましたが，[一方] アメリカ側には６万人の兵士がいました。

6-24 5 **contrary to ～** ～に反して 11 **be prepared to *do*** ～する覚悟ができている
14 **fight against ～** ～と戦う

6-31 Check Up! 本文に関する質問に英語で答えなさい。

1. How long did the battle on Iwoto continue?
   — It continued for over one month .
2. What was Kuribayashi's mission?
   — It was to delay the US attacks on the Japanese mainland (for as long as possible) .
3. What did Kuribayashi analyze?
   — He analyzed the geographical features of Iwoto.

6-32 Sum Up! 空所に適切な語を選んで入れなさい。

Though the American side was sure that the Japanese side would be beaten soon, the battle continued for over one month. Kuribayashi was leading the Japanese side. His mission was to delay the US attacks on the Japanese mainland. He analyzed the geographical features and decided to fight by hiding underground .

mission / analyzed / beaten / underground / leading

6-33 Speak Out! ペアになって会話をしましょう。 → p.179

A : The battle on Iwoto was fought during World War II. Do you know anything about World War II?

B : Yes, I know that ______ . How about you?

A : I know that ______ .

(a) it ended in 1945
(b) atomic bombs were dropped on Hiroshima and Nagasaki during the war
(c) *Your idea*

atomic bomb [ətá(ː)mɪk bá(ː)m] 原子爆弾

スクリプト
A : The battle on Iwoto was fought during World War II. Do you know anything about World War II?
B : Yes, I know that it ended in 1945. How about you?
A : I know that atomic bombs were dropped on Hiroshima and Nagasaki during the war.

6-34

Part 3 What kinds of problems did Japanese soldiers have when they made shelters?

6-40 ポーズ読み（フレーズ） 6-41 ポーズ読み（文）

6-37 To carry out Kuribayashi's plan,/his soldiers needed to dig into the ground/and make a network of 500 underground shelters. / Digging there was extremely difficult. / The soldiers suffered from unbearable heat/ of up to 60℃/as well as sulfur gas. / Moreover,/they could only have one bottle of water a day. / However hard the work was,/Kuribayashi never stopped./

6-38 Although Kuribayashi was very strict, / he had another side too. / He encouraged his soldiers/to write letters to their families. / The following is one of them./

G-3

6-39 *Whenever I can relax a little in the evening, / I imagine our children being very hungry / and shoveling their meals into their mouths. / I sometimes feel/like I am sitting in front of Nobu/and have an impulse to talk to her./*

6-35 network [nétwə̀:rk] (ア)
shelter [ʃéltər]
suffer [sʌ́fər]
unbearable [ʌnbéərəbl]
sulfur [sʌ́lfər]
gas [gǽs]
strict [stríkt]
encourage (発) [ınkə́:rıdʒ]
relax [rılǽks]
shovel [ʃʌ́vəl] (発)
meal [mí:l]
like (接) [láık]

スクリプト

6-42 1. T / (F) 2. (T) / F 3. T / (F)

True or False
1. Digging into the ground was easy for Kuribayashi's soldiers.
2. Kuribayashi's soldiers could not drink enough water while they were digging.
3. Kuribayashi was always very kind to his soldiers.

Grammar 動名詞の意味上の主語 → p.195

G-3 A［(代)名詞の目的格・所有格］+ 〜ing Aが〜すること

I imagine *our children* [*our children's*] *being* very hungry.
私は 子どもたちがとてもお腹を空かせていること を想像します。

6-36 2 **dig into 〜** 〜を掘る 4 **suffer from 〜** 〜に苦しむ 5 **up to 〜** 〜（に達する）まで
5 ***A* as well as *B*** *B*だけでなく*A*も 6 **a bottle of 〜** ボトル1本の〜
9 **encourage *A* to do** *A*に〜するよう勧める 13 **shovel *A* into one's mouth** *A*を口にかき込む

6-43 Check Up! 本文に関する質問に英語で答えなさい。

1. What did the Japanese soldiers need to make?
— They needed to make a network of 500 underground shelters .

2. Was Kuribayashi always strict?
— No, he had another side .

3. What did Kuribayashi encourage his soldiers to do?
— He encouraged them to write letters to their families .

6-44 Sum Up! 空所に適切な語を選んで入れなさい。

Kuribayashi's soldiers needed to dig into the ground and make a network of 500 underground shelters . However hard the work was, Kuribayashi never stopped. Kuribayashi was very strict , but he also had another side. He encouraged his soldiers to write letters to their families.

hard / strict / network / encouraged / shelters

6-45 Speak Out! ペアになって会話をしましょう。 → p.179

A : Kuribayashi worked hard to finish his mission. Have you ever worked hard on something? What did you do?
B : Yes, ＿＿＿＿. How about you?
A : ＿＿＿＿.

(a) I studied English hard to pass the entrance exam
(b) I practiced soccer hard to win a game
(c) *Your idea*

entrance exam [éntrəns ıgzǽm] 入学試験

スクリプト
A : Kuribayashi worked hard to finish his mission. Have you ever worked hard on something? What did you do?
B : Yes, I studied English hard to pass the entrance exam. How about you?
A : I practiced soccer hard to win a game.

Part 4 6-46 What happened to the Japanese soldiers on Iwoto?

6-52 ポーズ読み（フレーズ） 6-53 ポーズ読み（文）

6-47 deliver [dɪlívər]
army [ɑ́ːrmi]
invade [ɪnvéɪd]
end(動) [énd]
sadly [sǽdli]

6-49 Unfortunately,/many of the soldiers' letters/were never delivered to Japan./On February 19th,/the US Army started to invade the island./ G-4 Having fought from underground shelters/for a month,/almost all of Kuribayashi's soldiers/were killed./About five months later,/World War II ended./

6-50 After the war,/some letters were returned to Japan/from the US./They had been taken from Iwoto/by the American soldiers./The following is one such letter./Sadly,/the family members of the writer/have not been found yet./

6-51 *Father,/Mother,/Torao,/Kei,/Eizo,/Tadashi,/Otaka,/Sueharu,/Tatsumi,/Fumiko,/and Tatsuko./I would like to wish you all/good health and long life./Father and Mother,/please take good care of yourselves/as you are getting older./*

スクリプト
True or False
1. Many of the soldiers' letters were delivered to Japan before the battle.
2. Few of Kuribayashi's soldiers were alive after the battle.
3. After the war, some letters were returned to Japan from Iwoto.

6-54 1. T (F) 2. (T) F 3. T (F)

完了形の分詞構文は主節よりも前の時を表すよ。

Grammar 完了形の分詞構文 → p.195

G-4 **having＋過去分詞，S＋V** ～したあと［とき］S は V する

Having fought from underground shelters for a month, almost all of them were killed.

1か月間，地下壕から 戦ったあと ，彼らのほとんど全員が亡くなりました。

6-48 14 **wish *A B*** *A*に*B*が与えられることを望む 15 **take care of *oneself*** (自分の)体を大事にする

6-55 Check Up! 本文に関する質問に英語で答えなさい。

1. What did the US Army start to do on February 19th?
— They started to invade Iwoto[the island] .

2. How long had Kuribayashi's soldiers fought from underground shelters?
— They had fought for a month .

3. Why were some letters returned to Japan from the US after the war?
— Because they had been taken from Iwoto by the American soldiers .

6-56 Sum Up! 空所に適切な語を選んで入れなさい。

Many of the soldiers' letters were never delivered to Japan because the US Army started to invade Iwoto. After they had fought from underground shelters for a month, almost all of them were killed. After the war, some letters were returned to Japan. They had been taken from Iwoto by the American soldiers.

returned / delivered / fought / invade / Army

6-57 Speak Out! ペアになって会話をしましょう。 → p.180

A : What thoughts did you have after reading this lesson?

B : ＿＿＿＿＿＿＿＿. How about you?

A : ＿＿＿＿＿＿＿＿.

(a) I hoped the soldiers' letters would be sent to their families
(b) I came to believe we must keep a peaceful world
(c) *Your idea*

thought [θɔ́ːt] 考え　come to *do* ～するようになる

スクリプト
A : What thoughts did you have after reading this lesson?
B : I hoped the soldiers' letters would be sent to their families. How about you?
A : I came to believe we must keep a peaceful world.

More Information

Information 1

硫黄島情報





地理　小笠原諸島の南端近くに位置する小さな島。海底の火山活動によってできた。

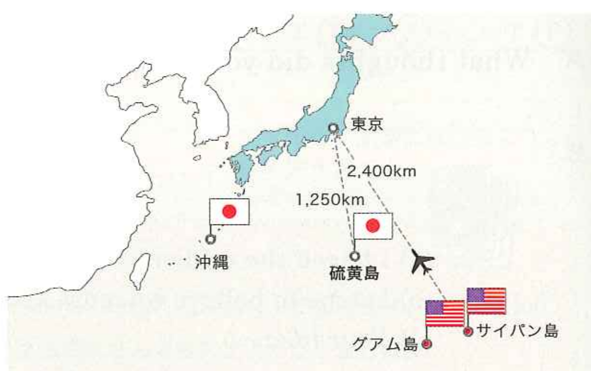
気候　緯度は沖縄とほぼ同じだが，断崖が多く，サンゴ礁や白砂の海岸はない。年間を通して高温多湿で，一日の気温変化の少ない亜熱帯海洋性気候。

歴史　1543年にスペイン人によって発見され，1891年に日本領土に編入された。1946年に敗戦によりアメリカの支配下に入るが，1968年に日本に返還された。硫黄島はアメリカ軍が "iwo jima" と呼んだことから，戦後は「いおうじま」という呼び方が一般的になった。しかし，住民の間では「いおうとう」という呼び方が主流であったため，2007年から「いおうとう」が正式な呼び方となっている。

Information 2

硫黄島が戦略上重要だった理由

当時，日本を空爆する米軍の爆撃機はサイパン島から出撃していたが，飛行距離が長すぎて不都合が多かった。そのためアメリカ軍は，日本とサイパン島の中間地点に位置する硫黄島を日本空爆の中継基地にしたいと考えた。逆に，日本にとってみれば，硫黄島を失うと大量の爆撃機が日本に飛来することになり，たちまち日本中が焦土と化してしまうことになる。日本にとって硫黄島は，文字どおり最後の砦であった。



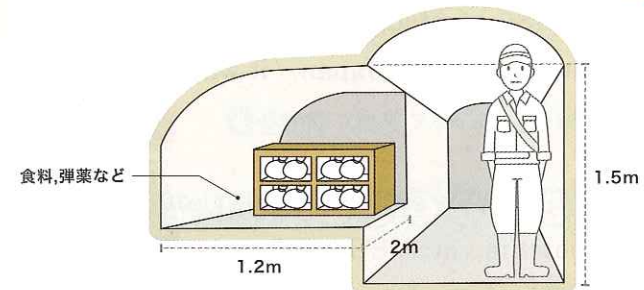
Information 3

日本軍の地下壕網



困難を極めた地下壕網の構築

栗林は島内にある天然の洞窟を利用した地下壕を考案。地下壕はアメリカ軍の激しい爆撃に耐えられるよう，通常の防空壕より深い地下 15 ～ 20 メートルに作られた。60℃にも達する地熱は地下足袋の底を焼き，地中から吹き出す硫黄ガスは頭痛と吐き気を引き起こした。また，虫の大群に悩まされ，十分な睡眠も得られなかった。川や湧水のない硫黄島では，雨水を貯水槽に貯めて飲料とするしかなく，水の配給は 1 日水筒 1 本に限られた。

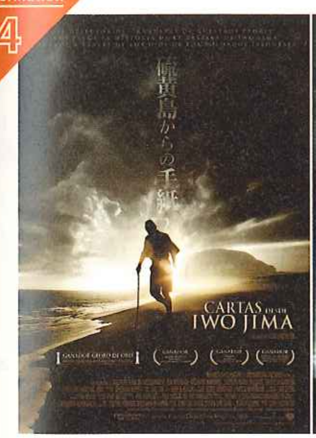


地下壕の一例

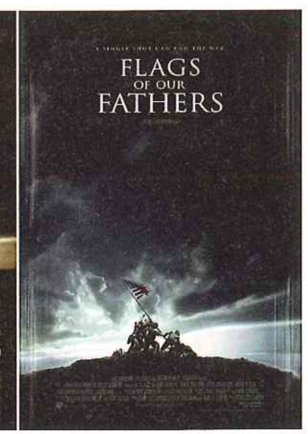
日本軍は全長18キロメートルの地下壕網を作り上げた。地下壕は，出撃前の待機所，敵の攻撃からの避難所，食糧や弾薬の貯蔵庫，生活場所などに幅広く利用され，用途によって大きさは異なった。

Information 4

硫黄島の戦いを描いた映画



『硫黄島からの手紙』
原題：Letters from Iwo Jima



『父親たちの星条旗』
原題：Flags of Our Fathers

硫黄島の戦いは，アメリカの映画監督クリント・イーストウッドによって2006年に映画化された。アメリカ側からの視点による『父親たちの星条旗』と，日本側からの視点による『硫黄島からの手紙』の2部作から成る。『父親たちの星条旗』は，硫黄島の戦いが生還したアメリカ兵に与えた苦悩を描いている。『硫黄島からの手紙』は，日本兵がそれぞれ家族への思いを抱きながら命がけで戦い抜く姿を描いている。

音読 Training !

Part 1

6-16 ポーズ読み（フレーズ） 6-17 ポーズ読み（文）

6-13 *I really feel sorry for you, / hearing how your hands get cold and cracked / because of the cold weather and water in winter. / Whenever you use water, / make sure you dry your hands / and then rub them / until they get warm. /*

(December 11th, / 1944) /

6-14 This letter was written by Tadamichi Kuribayashi / to his wife. / He was a commander on Iwoto, / a battlefield during World War Ⅱ. / He wrote many letters to her / from there. /

6-15 Iwoto is a small flat island / that lies 1,250 km south of Tokyo. / One of the hardest battles / between Japan and the US / was fought there. / The island was a very important place / for both the US and Japan. / For Japan, / it was the last base / to protect the mainland. / (124)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 2

6-28 ポーズ読み（フレーズ） 6-29 ポーズ読み（文）

6-25 Twenty thousand Japanese soldiers fought / in the battle on Iwoto, / while on the American side / there were 60,000 soldiers. / The American side was sure / that the Japanese side would be beaten / within five days. / Contrary to this expectation, / the battle continued / for over one month. /

6-26 Kuribayashi was leading the Japanese side. / His mission was / to delay the US attacks / on the Japanese mainland / for as long as possible. / Losing Iwoto meant / losing the lives of many people / on the mainland. / To complete his mission, / he was prepared to die on Iwoto / with his soldiers. /

6-27 He analyzed the geographical features of Iwoto carefully. / Then he decided to fight against the US / by hiding underground. / He believed / that his strategy would decrease / the loss of Japanese soldiers / and make the war longer. / (130)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

6-40 ポーズ読み（フレーズ） 6-41 ポーズ読み（文）

6-37 To carry out Kuribayashi's plan, / his soldiers needed to dig into the ground / and make a network of 500 underground shelters. / Digging there was extremely difficult. / The soldiers suffered from unbearable heat / of up to 60℃ / as well as sulfur gas. / Moreover, / they could only have one bottle of water a day. / However hard the work was, / Kuribayashi never stopped. /

6-38 Although Kuribayashi was very strict, / he had another side too. / He encouraged his soldiers / to write letters to their families. / The following is one of them. /

6-39 *Whenever I can relax a little in the evening, / I imagine our children being very hungry / and shoveling their meals into their mouths. / I sometimes feel / like I am sitting in front of Nobu / and have an impulse to talk to her. /* (128)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

6-52 ポーズ読み（フレーズ） 6-53 ポーズ読み（文）

6-49 Unfortunately, / many of the soldiers' letters / were never delivered to Japan. / On February 19th, / the US Army started to invade the island. / Having fought from underground shelters / for a month, / almost all of Kuribayashi's soldiers / were killed. / About five months later, / World War Ⅱ ended. /

6-50 After the war, / some letters were returned to Japan / from the US. / They had been taken from Iwoto / by the American soldiers. / The following is one such letter. / Sadly, / the family members of the writer / have not been found yet. /

6-51 *Father, / Mother, / Torao, / Kei, / Eizo, / Tadashi, / Otaka, / Sueharu, / Tatsumi, / Fumiko, / and Tatsuko. / I would like to wish you all / good health and long life. / Father and Mother, / please take good care of yourselves / as you are getting older. /* (123)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

6-58 本文通し読み

Finish Up!

硫黄島の戦いについてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

The Battle of Iwoto

Iwoto

- It is a small ([1] flat) island.
- It lies 1,250 km ([2] south) of Tokyo.
- It was a very ([3] important) place for both the US and Japan.
- For Japan, it was the last base to protect the ([4] mainland).

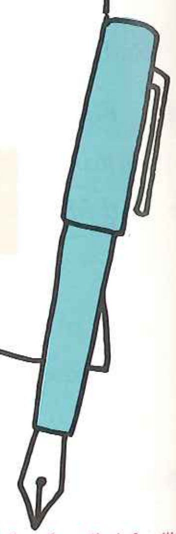
Japanese commander, Tadamichi Kuribayashi

- He decided to fight against the US by ([5] hiding) underground.
- His soldiers made a ([6] network) of 500 underground shelters.
- He encouraged his soldiers to write ([7] letters) to their families.

Events on Iwoto

- February 19th, 1945: The US Army started ([8] invading) the island.
- Late in March, 1945: The battle of Iwoto ([9] ended).
- After the war: Some letters were ([10] returned) from the US.

ended / hiding / flat / mainland / south
returned / invading / letters / important / network



6-59 1. (T) / F 2. (T) / F 3. T / (F) 4. T / (F) 5. T / (F)

スクリプト
True or False
1. Both the US and Japan thought Iwoto was a very important place.
2. Iwoto was the last base for Japan to protect the mainland.
3. Kuribayashi decided to hide underground until the war ended.
4. Kuribayashi encouraged his soldiers to read letters from their families.
5. The battle of Iwoto ended on February 19th, 1945.

Exercises

1 日本文に合うように，(　　) に適切な語を書きなさい。 G-1

1. どこでもあなたの好きなところに座ってください。
   Please take a seat (wherever) you like.
2. あなたが知りたいことは何でも話します。
   I will tell you (whatever) you want to know.
3. 雑誌が2冊あります。どちらでも好きなほうを取ってください。
   Here are two magazines. Take (whichever) you like.

2 次の英文を日本文に直しなさい。 G-2

1. I like dogs, while my brother likes cats.
   私はイヌが好きだが，一方，兄はネコが好きだ。
2. Some people spend all their money, while others try to save it.
   お金をすべて使う人もいるが，一方，貯金しようとする人もいる。

3 日本文に合うように，(　　) に適切な語を書きなさい。 G-3 G-4

1. 父は私が長時間テレビを見るのが好きではありません。
   My father doesn't like (me) (watching) TV for many hours.
2. 私は父親がパイロットであることを誇りに思っています。
   I am proud of (my) (father) (being) a pilot.
3. 宿題を終えてから，私はテレビゲームをしました。
   (Having) (done) my homework, I played video games.

By YourSELF!!

→ p.180

2 の1を参考に，「自分は～だが，○○さんは…である」の意味を表す文を書いてみよう！

I like studying English, while Yuji likes studying science .

7-01

LESSON 8 Edo: A Sustainable Society

7-02

Part 1 What is a sustainable society?

持続可能な社会とはどのようなものでしょうか？





何度も修繕された古い着物

文法 **前置詞＋関係代名詞**

7-03 キーワード
sustainable 持続可能な
recycle ～をリサイクル[再生利用]する

寺子屋で使われた教科書

7-04

Part 2 What was practiced as a normal part of life in the Edo period?

江戸時代に普通の生活の一部としてどのようなことが行われていたのでしょうか？



文法 **使役動詞＋O＋過去分詞**

7-05 キーワード
repair ～を修理する
recycling リサイクル，再生利用

7-06

Part 3 How did a recycling-based society change Japan in the Edo period?

江戸時代にリサイクル型社会はどのように日本を変えたのでしょうか？



文法 **助動詞＋have＋過去分詞**

7-07 キーワード
flood 洪水
population 人口

7-08

Part 4 What made the recycling-based society successful in the Edo period?

江戸時代にリサイクル型社会を成功させたのは何でしょうか？



文法 **完了形の不定詞**

7-09 キーワード
mentality 精神構造，物の見方
modesty 謙虚さ

Part 1 7-10 What is a sustainable society?

7-16 ポーズ読み（フレーズ） 7-17 ポーズ読み（文）

7-11 **environmental** [ɪnvàɪərənméntəl] ㋐
sustainable [səstéɪnəbl]

7-13 Today, / many countries are worried about environmental problems. / G-1 They try to realize a society / in which people can continue to live / without damaging the environment. / It is called a sustainable society. / Surprisingly, / people in the Edo period / actually achieved such a society. /

ordinary [ɔ́:rdənèri]
recycle [rì:sáɪkl]
worn-out [wɔ̀:rnáut]
reuse [rì:jú:z]
cloth [klɔ́(:)θ] ㊎
ash [ǽʃ]
fertilizer [fə́:rtəlàɪzər] ㋐
dye [dáɪ] ㊎
detergent [dɪtə́:rdʒənt]

7-14 In the Edo period / (1603–1867), / clothes were very precious and expensive. / Ordinary people bought old clothes / or recycled their clothes. / Worn-out clothes were reused as floor cloths, / and finally burned to ashes. / They even used the ashes / as fertilizer, / dyes, / and detergents. /

print [prínt]

7-15 As for paper, / people used it many times, / and then made it into recycled paper. / On the other hand, / printed paper was passed on / for generations. / One math textbook in a *terakoya* / (temple school) / was used for 109 years. /

スクリプト
True or False
1. Many countries try to realize a sustainable society.
2. In the Edo period, clothes were so cheap that everyone could buy new ones.
3. In the Edo period, one math textbook was used for more than one hundred years.

7-18 1. (T) F 2. T (F) 3. (T) F

Grammar 前置詞＋関係代名詞 → p.196

G-1 *A* [名詞] + in which + S + V （その中で）SがVする*A*

They try to realize a society **in which** people can continue to live without damaging the environment.

それらの国は環境を傷つけずに 人々が生活し続けることができる 社会を実現しようとしています。

7-12 16 ***terakoya*** 寺子屋（江戸時代の庶民の教育機関. 武士・僧侶・医者などが読み・書き・そろばんなどを教えた）

8

7-19 Check Up! 本文に関する質問に英語で答えなさい。

1. What kind of society did people in the Edo period achieve?
   — They achieved a sustainable society .
2. How did people in the Edo period use the ashes?
   — They used the ashes as fertilizer, dyes, and detergents .
3. Was printed paper recycled in the Edo period?
   — No, it was passed on for generations .

7-20 Sum Up! 空所に適切な語を選んで入れなさい。

People in the Edo period achieved a sustainable society. In that period, people recycled their clothes and finally burned them to ashes . They even used the ashes as fertilizer , dyes, and detergents. They also recycled paper, and printed paper was passed on for generations.

ashes / sustainable / fertilizer / printed / recycled

7-21 Speak Out! ペアになって会話をしましょう。 → p.180

A : A sustainable society was achieved in the Edo period. Do you know anything about the Edo period?
B : Yes, I know that ______ . How about you?
A : I know that ______ .

(a) Japan was controlled by the Tokugawa family during that period
(b) *Samurai* had power in the Edo period
(c) *Your idea*

スクリプト
A : A sustainable society was achieved in the Edo period. Do you know anything about the Edo period?
B : Yes, I know that Japan was controlled by the Tokugawa family during that period. How about you?
A : I know that *Samurai* had power in the Edo period.

Part 2



7-22

What was practiced as a normal part of life in the Edo period?

7-28 ポーズ読み（フレーズ） 7-29 ポーズ読み（文）

7-23 **threw** [θrúː] 発 < throw
household [háushòuld]
broken [bróukən] < break
repair [ripéər]
specialist [spéʃəlist]
bowl [bóul] 発
fix [fíks]
glue [glúː]
ceramic [sərǽmik]
repairer [ripéərər]
farmer [fáːrmər]
paid [péid] < **pay** [péi]
dealer [díːlər]
sold [sóuld] < sell
recycling [riːsáikliŋ]
normal [nɔ́ːrməl]

7-25 In the Edo period,/ people never threw away household items/when they were broken. / G-2 People usually had them repaired/by specialists. / For example,/broken dishes and bowls were fixed with glue/by ceramic repairers./

7-26 You may be surprised to know/that people even recycled human waste./In those days,/human waste was the most important fertilizer/for farmers./ Farmers visited homes/to collect it. / They paid money for it/or offered vegetables in return. /Later,/ human waste dealers appeared. / They bought human waste/from people in the city,/and then sold it to farmers./

7-27 In this way,/recycling was practiced/as a normal part of life./Moreover,/recycling created many kinds of jobs./It is said/that there were few people without jobs/in the Edo period./

スクリプト
True or False
1. People in the Edo period repaired household items by themselves.
2. In the Edo period, some farmers offered vegetables in return for human waste.
3. There were few people who did not have jobs in the Edo period.

7-30 1. T (F) 2. (T) F 3. (T) F

Grammar 使役動詞＋O＋過去分詞 → p.196

G-2 **have＋O＋過去分詞** Oを～してもらう

People usually **had** *them* **repaired** by specialists.
人々はたいていそれらを専門家に［直してもらいました］。



7-24 1 **throw away ～** ～を捨てる 10 **in return** お返しに 16 **it is said that ～** ～だと言われている

8

7-31 Check Up! 本文に関する質問に英語で答えなさい。

1. What did people in the Edo period do when household items were broken?
— They ［had them repaired by specialists］.

2. Who visited homes to collect human waste?
— ［Farmers］ did, and later, ［human waste dealers］ did.

3. Why were there few people without jobs in the Edo period?
— Because recycling ［created many kinds of jobs］.

7-32 Sum Up! 空所に適切な語を選んで入れなさい。

In the Edo period, people never ［threw］ away broken household items. They had them ［repaired］ by specialists. They even recycled human waste as fertilizer. Farmers visited homes to collect it, and later, human waste ［dealers］ appeared. In this way, ［recycling］ created many kinds of jobs. Therefore, there were ［few］ people without jobs.

repaired / few / threw / recycling / dealers

7-33 Speak Out! ペアになって会話をしましょう。 → p.180

A : Recycling was practiced in the Edo period. Do you do anything that is eco-friendly?
B : Yes, ＿＿＿＿＿＿＿＿. How about you?
A : ＿＿＿＿＿＿＿＿.

(a) I often recycle paper, cans, bottles, and clothes
(b) I always turn off the light when it is not necessary
(c) *Your idea*

スクリプト
A : Recycling was practiced in the Edo period. Do you do anything that is eco-friendly?
B : Yes, I often recycle paper, cans, bottles, and clothes. How about you?
A : I always turn off the light when it is not necessary.

Part 3



7-34

How did a recycling-based society change Japan in the Edo period?

7-40 ポーズ読み（フレーズ） 7-41 ポーズ読み（文）

G-3

7-37 Such a recycling-based society/must have had a good influence on Japan./ In fact,/the environment and people's lives/were improved dramatically/in the Edo period./

7-38 At the beginning of the Edo period,/many trees were cut down for timber./ As a result,/many floods occurred/and large areas were destroyed./ The environment was damaged/and Japan was unable to produce more food/for a growing population./

7-39 However,/two hundred years later/in the late Edo period,/the deforestation was stopped/thanks to the recycling-based society./ Forests came to life again/and floods decreased./ Farmland was extended/to grow more crops/and the population increased/two and a half times./People's living standards rose/and they became healthier./

7-42 1. T F 2. T F 3. T F

7-35 dramatically [drəmǽtɪkəli] ㋐
timber [tímbər]
flood [flʌ́d] ㊥
occur [əkə́ːr] ㋐
growing [gróuɪŋ]
population [pɑ̀(ː)pjuléɪʃən]
deforestation [diːfɔ̀(ː)rɪstéɪʃən]
farmland [fάːrmlæ̀nd]
extend [ɪksténd]
crop [krά(ː)p]
standard [stǽndərd] ㋐
rose [róuz] < rise

スクリプト
True or False
1. Recycling improved the environment and people's lives in the Edo period.
2. At the beginning of the Edo period, large areas were destroyed by many floods.
3. In the late Edo period, farmland increased two and a half times.

may＋have＋過去分詞は「～したかもしれない」, can't have＋過去分詞は「～したはずがない」の意味になります。



Grammar 助動詞＋have＋過去分詞 → p.197

G-3 **must＋have＋過去分詞** ～したにちがいない

Such a recycling-based society **must have had** a good influence on Japan.

そのようなリサイクル型社会は日本によい影響を 与えたにちがいありません 。

7-36 5 **at the beginning of ～** ～の初めに 12 **come to life** 生き返る 14 **two and a half times** 2.5倍 15 **living standard** 生活水準

8

7-43 Check Up! 本文に関する質問に英語で答えなさい。

1. What were improved dramatically in the recycling-based society in the Edo period?
— The environment and people's lives were.
2. At the beginning of the Edo period, why did many floods occur?
— Because many trees were cut down for timber .
3. In the late Edo period, why did the population increase two and a half times?
— Because farmland was extended to grow more crops .

7-44 Sum Up! 空所に適切な語を選んで入れなさい。

The recycling-based society in the Edo period improved the environment and people's lives. At the beginning, many trees were cut down and many floods occurred. Japan was unable to produce enough food. However, two hundred years later, deforestation was stopped and farmland was extended. The population increased and people's living standards rose.

unable / standards / population / environment / floods

7-45 Speak Out! ペアになって会話をしましょう。 → p.180

A : There were many kinds of jobs in the Edo period. Which worker on page 127 interests you? Why?
B : I'm interested in ______ because ______ . How about you?
A : I'm interested in ______ because ______ .

(a) the old-clothes dealer / I often buy old clothes
(b) the old-umbrella buyer / I have many broken umbrellas at home
(c) *Your idea*

umbrella [ʌmbrélə] ㊥

スクリプト
A : There were many kinds of jobs in the Edo period. Which worker on page 127 interests you? Why?
B : I'm interested in the old-clothes dealer because I often buy old clothes. How about you?
A : I'm interested in the old-umbrella buyer because I have many broken umbrellas at home.

Part 4



7-46

What made the recycling-based society successful in the Edo period?

7-51 ポーズ読み（フレーズ） 7-52 ポーズ読み（文）

7-49 Why was the recycling-based society/in the Edo period/so successful?/ In those days,/people could not import things/ because of the national isolation policy./ The goods and materials in the country/were very limited. / The people had to recycle/what they had. / Everything was treated/as a valuable resource./

7-50 In addition,/the mentality of the people/seems to [G-4] have played an important role. / They respected modesty / and hated to waste things. / They understood how nature works/and knew its limits,/ and found satisfaction in their simple lives. / They took just enough from the world/and did not take more. / This idea of "just enough is enough"/is kept alive in the word "*mottainai*"/or "what a waste."/

7-47
- **isolation** [àɪsəléɪʃən]
- **policy** [pá(:)ləsi]
- **goods** [gʊ́dz]
- **limit** [límət]
- **treat** [tríːt]
- **valuable** [vǽljuəbl]
- **resource** [ríːsɔːrs]
- **addition** [ədíʃən]
- **mentality** [mentǽləti]
- **respect** [rɪspékt]
- **modesty** [má(:)dəsti]
- **hate** [héɪt]
- **satisfaction** [sæ̀tɪsfǽkʃən]

スクリプト

True or False

1. In the Edo period, people imported goods and materials from other countries.
2. People in the Edo period did not like to waste things.
3. The idea of "just enough is enough" is kept alive even now.

7-53 1. T (F) 2. (T) F 3. (T) F

完了形の不定詞（to have played）は述語動詞（seems）よりも前の時を表します。



Grammar 完了形の不定詞 →p.197

G-4 seem to have＋過去分詞 ～したようである

The mentality of the people **seems to have played** an important role.

人々の物の見方が重要な役割を 果たしていたようです 。

7-48 6 **treat *A* as *B*** *A*を*B*として扱う 7 **in addition** さらに

7-54 Check Up! 本文に関する質問に英語で答えなさい。

1. Why were the goods and materials very limited in the Edo period?
   — Because of the national isolation policy .
2. What did the people in the Edo period respect and what did they hate to do?
   — They respected modesty and hated to waste things .
3. What did people in the Edo period understand and know about nature?
   — They understood how nature works and knew its limits .

7-55 Sum Up! 空所に適切な語を選んで入れなさい。

What made the recycling-based society in the Edo period so successful ? One reason was that people had to recycle what they had because of the national isolation policy . Another reason was the mentality of the people. They respected modesty and hated to waste things. They understood how nature works and knew its limits .

mentality / policy / modesty / limits / successful

7-56 Speak Out! ペアになって会話をしましょう。 →p.181

A : Have you ever thought something was "*mottainai*" ?

B : Yes, I thought it was "*mottainai*" when ______ . How about you?

A : I thought it was "*mottainai*" when ______ .

(a) some people left food at a restaurant
(b) a TV was on in an empty room
(c) *Your idea*

スクリプト

A : Have you ever thought something was "*mottainai*"?

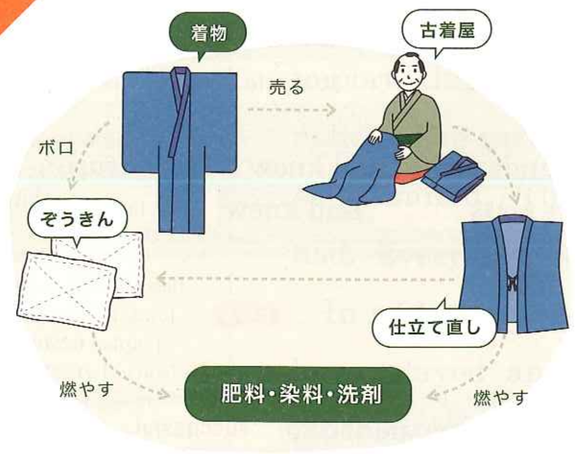
B : Yes, I thought it was "*mottainai*" when some people left food at a restaurant. How about you?

A : I thought it was "*mottainai*" when a TV was on in an empty room.

More Information

Information 1

江戸時代のリサイクル

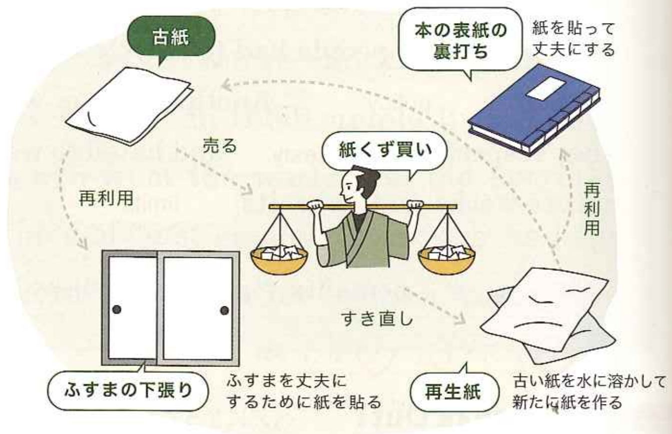


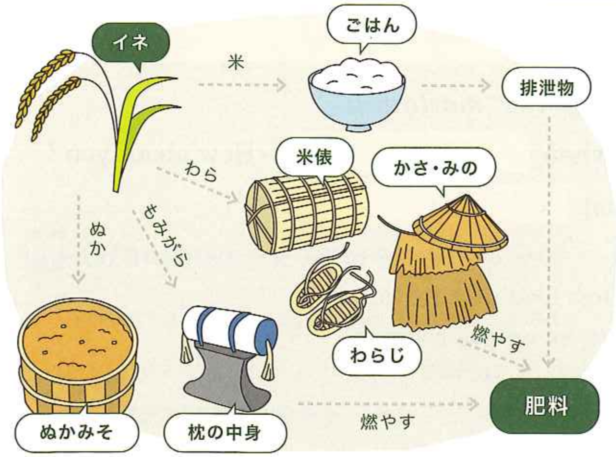
服（着物）

庶民は古着屋から買った服が古くなると子ども服などに作り直し，次には赤ちゃんのおむつやぞうきんとして再利用した。最後は燃料として燃やし，その灰を染料，洗剤，肥料として用いた。服を作り直す際に出た布の端切れも，専門の業者に売るなどして，むだにすることはなかった。

紙

当時，すでに紙のリサイクルは定着しており，古紙の買いつけ業者や回収業者が集めた紙は製紙業者の手で再生紙に作り直された。人々は質の悪い再生紙も捨てることなく，さまざまな用途に使い切った。





稲

稲は米を主食として食べるだけでなく，米をとったあとのもみがらは枕の中身とし，わらは編んでわらじや米俵に使用され，精米時に出るぬかは漬物を作るぬかみそに用いられた。これらは使い終わると，米を食べた人間の体から出る排泄物とともに肥料として活用された。

Information 2

江戸時代のリサイクル業者たち

江戸時代の日本では，壊れたものを直す修理業者，不要になったものを買って再生・販売する買い取り業者，捨てられたものを集めて転売する回収業者らが活躍していた。



Old-clothes dealer
（古着屋）



Ceramic repairer
（瀬戸物焼き継ぎ）



Horse waste retailer
（馬糞拾い）



Ash buyer
（灰買い）



Old-umbrella buyer
（古傘買い）



Broom buyer
（ほうき買い）



Trash collector
（ごみ取り）



Wax buyer
（ろうそくの流れ買い）



Old-bowl buyer
（古椀買い）



Tinker
（鋳掛け屋＝鍋・釜の修理屋）

出展：江戸のくらし③　江戸のリサイクルと科学技術，学研教育出版，2010

音読 Training!

Part 1

7-16 ポーズ読み（フレーズ） 7-17 ポーズ読み（文）

7-13 Today, / many countries are worried about environmental problems. / They try to realize a society / in which people can continue to live / without damaging the environment. / It is called a sustainable society. / Surprisingly, / people in the Edo period / actually achieved such a society. /

7-14 In the Edo period / (1603–1867), / clothes were very precious and expensive. / Ordinary people bought old clothes / or recycled their clothes. / Worn-out clothes were reused as floor cloths, / and finally burned to ashes. / They even used the ashes / as fertilizer, / dyes, / and detergents. /

7-15 As for paper, / people used it many times, / and then made it into recycled paper. / On the other hand, / printed paper was passed on / for generations. / One math textbook in a *terakoya* / (temple school) / was used for 109 years. / (124)


START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL


Part 2

7-28 ポーズ読み（フレーズ） 7-29 ポーズ読み（文）

7-25 In the Edo period, / people never threw away household items / when they were broken. / People usually had them repaired / by specialists. / For example, / broken dishes and bowls were fixed with glue / by ceramic repairers. /

7-26 You may be surprised to know / that people even recycled human waste. / In those days, / human waste was the most important fertilizer / for farmers. / Farmers visited homes / to collect it. / They paid money for it / or offered vegetables in return. / Later, / human waste dealers appeared. / They bought human waste / from people in the city, / and then sold it to farmers. /

7-27 In this way, / recycling was practiced / as a normal part of life. / Moreover, / recycling created many kinds of jobs. / It is said / that there were few people without jobs / in the Edo period. / (127)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

8

Part 3

7-40 ポーズ読み（フレーズ） 7-41 ポーズ読み（文）

7-37 Such a recycling-based society / must have had a good influence on Japan. / In fact, / the environment and people's lives / were improved dramatically / in the Edo period. /

7-38 At the beginning of the Edo period, / many trees were cut down for timber. / As a result, / many floods occurred / and large areas were destroyed. / The environment was damaged / and Japan was unable to produce more food / for a growing population. /

7-39 However, / two hundred years later / in the late Edo period, / the deforestation was stopped / thanks to the recycling-based society. / Forests came to life again / and floods decreased. / Farmland was extended / to grow more crops / and the population increased / two and a half times. / People's living standards rose / and they became healthier. / (118)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

7-51 ポーズ読み（フレーズ） 7-52 ポーズ読み（文）

7-49 Why was the recycling-based society / in the Edo period / so successful? / In those days, / people could not import things / because of the national isolation policy. / The goods and materials in the country / were very limited. / The people had to recycle / what they had. / Everything was treated / as a valuable resource. /

7-50 In addition, / the mentality of the people / seems to have played an important role. / They respected modesty / and hated to waste things. / They understood how nature works / and knew its limits, / and found satisfaction in their simple lives. / They took just enough from the world / and did not take more. / This idea of "just enough is enough" / is kept alive in the word "*mottainai*" / or "what a waste." / (118)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

7-57 本文通し読み

Finish Up!

江戸時代のリサイクル社会についてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Recycling-Based Society in the Edo Period

Examples of recycling

- worn-out clothes → floor ([1] cloths) → ashes → fertilizer, dyes, ([2] detergents)
- paper → recycled paper
- human ([3] waste) → fertilizer

Improvement through recycling

- ([4] Deforestation) had been stopped and forests came back to life again.
- ([5] Farmland) was extended to grow more crops.
- The ([6] population) increased 2.5 times.
- People's living standards rose and they became healthier.
- Recycling created many kinds of ([7] jobs).

Reasons for the success of recycling

- The national ([8] isolation) policy: The goods and materials in the country were very limited, so the people had to recycle what they had.
- The ([9] mentality) of the people: People respected ([10] modesty) and hated to waste things.

population / waste / modesty / cloths / deforestation
detergents / jobs / farmland / mentality / isolation

スクリプト 7-58 1. (T) / F 2. (T) / F 3. T / (F) 4. T / (F) 5. T / (F)

True or False
1. In the Edo period, human waste was used as fertilizer.
2. In the Edo period, forests came back to life again because people had stopped deforestation.
3. People in the Edo period were healthier than us.
4. In the Edo period, goods and materials were very limited because people hated to recycle them.
5. People in the Edo period hated to respect modesty.

Exercises

1 日本文に合うように，(　　) に適切な語を書きなさい。 G-1

1. これはかつてある有名な音楽家が住んでいた家です。
   This is the house (in) (which) a famous musician once lived.
2. イタリアは私が行きたい国です。
   Italy is the country (to) (which) I want to go.

2 日本文に合うように，[　　] 内の語を適切な形に変えて (　　) に書きなさい。 G-2

1. 私たちは毎年，歯を検診してもらいます。[check]
   We have our teeth (checked) every year.
2. 私は弟にカップを壊されました。[break]
   I had my cup (broken) by my brother.

3 日本文に合うように，(　　) に適切な語を書きなさい。 G-3 G-4

1. 彼のおじいさんは病気だったにちがいない。
   His grandfather (must) (have) (been) sick.
2. あなたがそんな間違いをしたはずがない。
   You (can't) (have) (made) such a mistake.
3. 昨日，彼女は忙しかったようです。
   She seems (to) (have) (been) busy yesterday.
4. 豊臣秀吉がこの城を建てたようです。
   Toyotomi Hideyoshi seems (to) (have) (built) this castle.

By YourSELF!!

→ p.181

3 の 1 を参考に，だれか [何か] が「～したにちがいない」と過去のことについて推量する文を書いてみよう！

My parents must have called my teacher yesterday .

8-01

LESSON 9 AI and Our Future

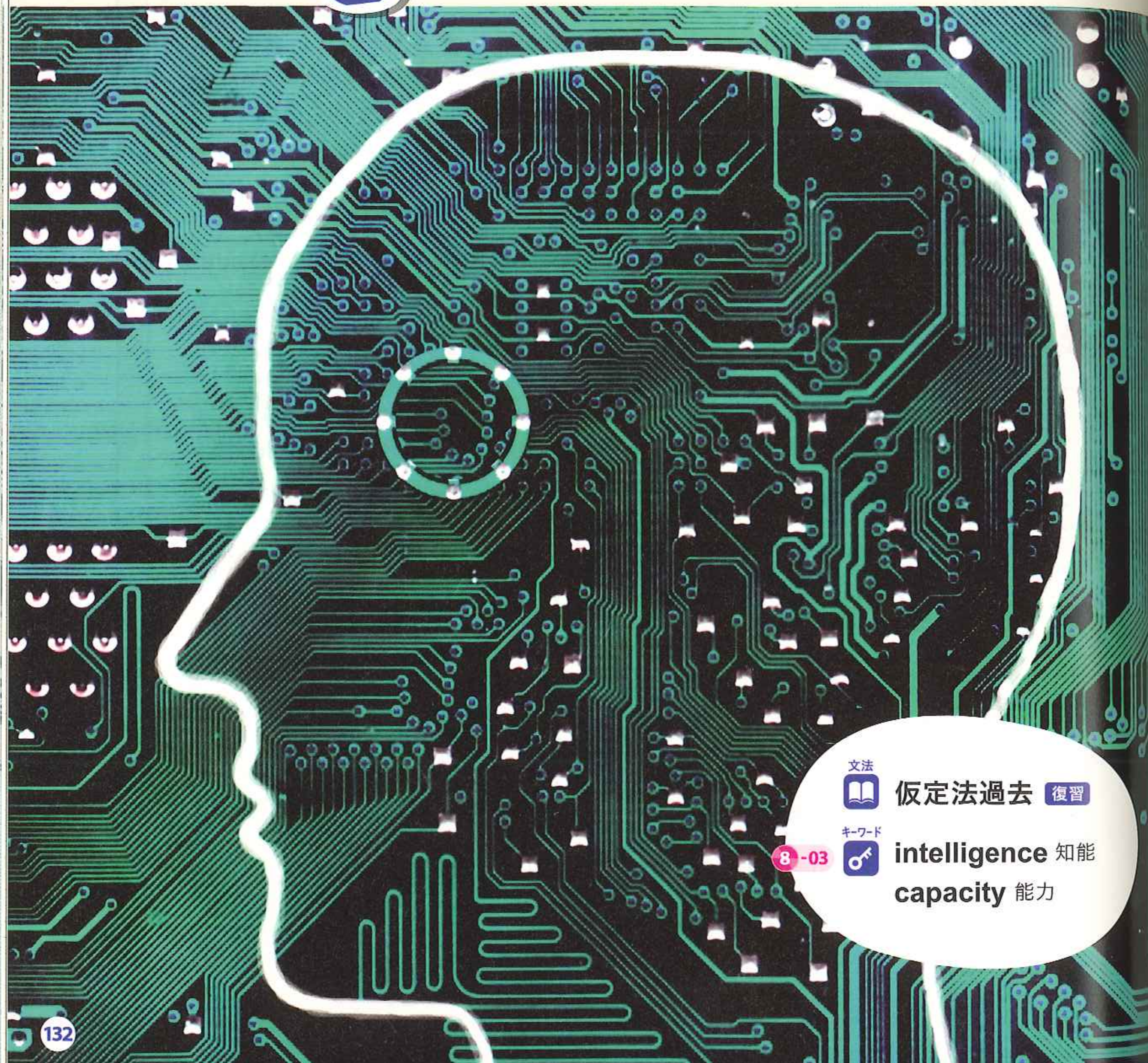
8-02

Part 1



What is AI?

AIとは何でしょうか？



文法 仮定法過去 復習

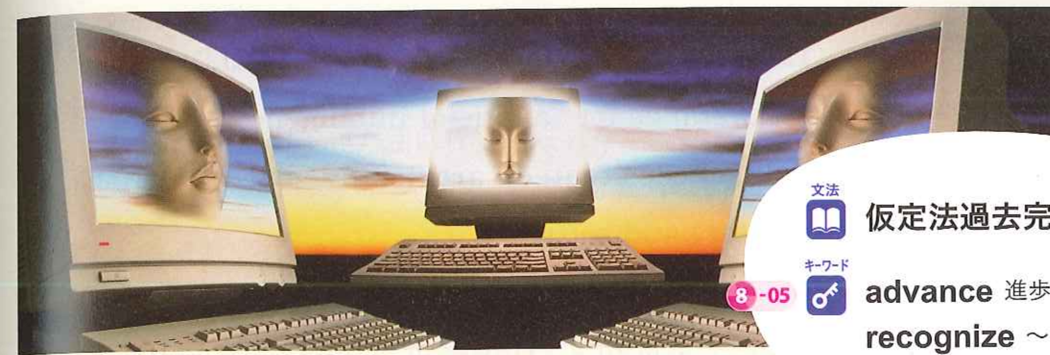
キーワード 8-03
intelligence 知能
capacity 能力

8-04

Part 2

What can AI do with “Deep Learning” ?

「ディープラーニング」を用いてAIは何ができるのでしょうか？



文法 仮定法過去完了

キーワード 8-05
advance 進歩する
recognize ～を認識する

8-06

Part 3

Can AI make our lives more comfortable?

AIは私たちの生活をより快適にすることができるのでしょうか？



文法 進行形の受動態

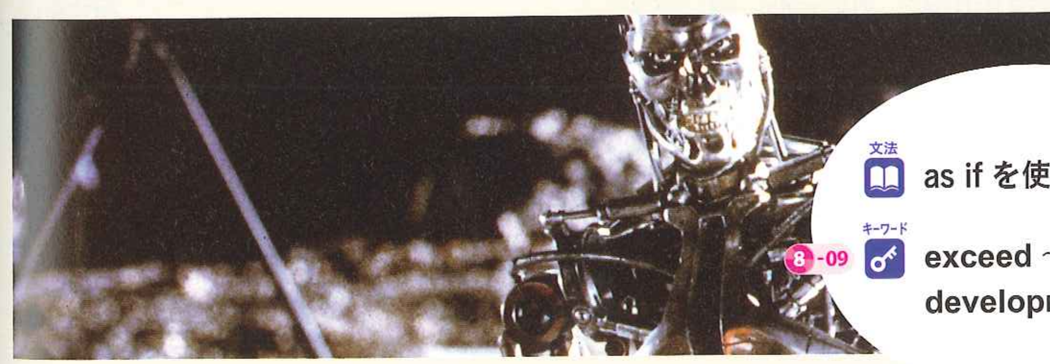
キーワード 8-07
disease 病気
robot ロボット

8-08

Part 4

What are the potential risks of AI?

AIの潜在的な危険性とは何でしょうか？



文法 as if を使った仮定法

キーワード 8-09
exceed ～を超える
development 発達

映画『ターミネーター2』より

Part 1 What is AI?

8-10

8-15 ポーズ読み（フレーズ） 8-16 ポーズ読み（文）

8-13 These days/we often hear the word "AI." / What is AI? / AI stands for "artificial intelligence." / It means/ "intelligence created artificially / with advanced computers and software."/

8-14 We tend to imagine/that AI works only in large computer systems. / However,/simpler AI is used in our smartphones/and home electronics. / [G-1] If they did not have AI, / they could not carry out many functions. / AI helps smartphones/find spam mail/ and put it into another folder. / It also helps car navigation systems/find the shortest route to a destination. / Moreover,/AI controls air-conditioners and refrigerators/ to keep suitable temperatures./ However,/the capacity of AI is not limited/to these usages. /It keeps on developing/at an amazing speed./

8-11
- **artificial** [ὰːrtɪfíʃəl] ア
- **intelligence** [ɪntélɪdʒəns]
- **artificially** [ὰːrtɪfíʃəli]
- **software** [sɔ́(ː)ftwèər]
- **tend** [ténd]
- **system** [sístəm]
- **electronics** [ɪlèktrά(ː)nɪks] ア
- **function** [fʌ́ŋkʃən]
- **spam** [spǽm]
- **folder** [fóuldər]
- **navigation** [næ̀vɪgéɪʃən]
- **route** [rúːt] 発
- **destination** [dèstɪnéɪʃən]
- **air-conditioner** [éərkəndìʃənər]
- **refrigerator** [rɪfrídʒərèɪtər] ア
- **capacity** [kəpǽsəti]
- **usage** [júːsɪdʒ]
- **develop** [dɪvéləp]

スクリプト
True or False
1. AI means "intelligence created naturally with computers and software."
2. AI is used in home electronics such as air-conditioners and refrigerators.
3. AI has not finished developing yet.

8-17 1. T (F) 2. (T) F 3. (T) F

現在の事実に反することは過去形を使うんだよ。

Grammar 仮定法過去 復習 →p.198

G-1 **If＋S'＋動詞の過去形, S＋could＋動詞の原形** もし(今)S'が～ならば, Sは…できるのに

If they **did not have** AI, they **could not carry** out many functions.

もしそれらがAIを備えて いなければ ，多くの機能を実行することが できないだろう 。

8-12
- 5 **tend to *do*** ～しがちである
- 7 **home electronics** 家電製品
- 9 **help＋O＋動詞の原形** Oが～するのを助ける
- 9 **spam mail** 迷惑メール
- 14 **be limited to ～** ～に制限される
- 15 **keep on *doing*** ～し続ける

8-18 Check Up! 本文に関する質問に英語で答えなさい。

1. What does AI stand for?
   — It stands for "artificial intelligence" .
2. What does AI help smartphones do?
   — It helps them find spam mail and put it into another folder .
3. What does AI help car navigation systems do?
   — It helps them find the shortest route to a destination .

8-19 Sum Up! 空所に適切な語を選んで入れなさい。

AI stands for "artificial intelligence ." AI helps smartphones find spam mail and put it into another folder . It also helps car navigation systems find the shortest route to a destination. However, the capacity of AI is not limited to these usages.

route / capacity / folder / limited / intelligence

8-20 Speak Out! ペアになって会話をしましょう。 → p.181

A: We often hear the word "AI" these days. What image of AI do you have?
B: I think ______ . What do you think?
A: I think ______ .

(a) AI is very cool and useful
(b) AI is difficult to understand
(c) *Your idea*

スクリプト
A : We often hear the word "AI" these days. What image of AI do you have?
B : I think AI is very cool and useful. What do you think?
A : I think AI is difficult to understand.

Part 2 What can AI do with "Deep Learning"?

8-21

8-26 ポーズ読み（フレーズ） 8-27 ポーズ読み（文）

8-22 advance [ədvǽns] ㋐

suppose [səpóuz] ㋐

recognize [rékəgnàiz] ㋐

characteristic [kæ̀rəktərístik] ㋐

distinguish [distíŋgwiʃ] ㋐

process [prá(:)ses]

8-24 What has made AI advance/is the technology of "Deep Learning."/ It was developed/by studying the human brain. / If the technology had not been invented,/AI would have stopped developing. / With this technology,/it is believed/that AI will have a capacity/similar to that of the human brain./

8-25 What is "Deep Learning"? / Suppose/we want AI to recognize a "cat."/ In the past,/we needed to teach AI every characteristic/a cat has. / However,/with "Deep Learning"/AI can learn on its own./ If we give it a lot of image data on cats,/it can understand what a "cat" is. / Finally,/it will learn/how to distinguish a "cat" from other things. / This process is similar to the way/human children learn what a "cat" is./ However,/AI can learn a lot faster/than human children./

スクリプト
True or False
1. "Deep Learning" has made AI advance.
2. Without "Deep Learning," AI cannot recognize a cat on its own.
3. Human children can learn faster than AI.

8-28 1. (T) F 2. (T) F 3. T (F)

過去の事実に反することは過去完了形を使うんだよ。

Grammar 仮定法過去完了 → p.198

G-2 **If + S' + had + 過去分詞, S + would + have + 過去分詞**
もし(あの時)S'が〜だったならば, Sは…だっただろうに

If the technology **had not been** invented, AI **would have stopped** developing.

もしその技術が発明されて　いなかったら　, AIは発達することをやめて　いただろう　。

8-23 5 **it is believed that 〜** 〜だと信じられている　8 **in the past** かつては　10 **on *one's* own** 自力で
12 **distinguish *A* from *B*** AとBを区別する　14 **the way + S + V** SがVする方法
15 **a lot** 〈比較級を強調して〉ずっと

8-29 Check Up! 本文に関する質問に英語で答えなさい。

1. What has made AI advance?
— The technology of "Deep Learning" has.

2. What capacity will AI have with "Deep Learning"?
— It will have a capacity similar to that of the human brain.

3. Which can learn faster, AI or human children?
— AI can learn a lot faster.

8-30 Sum Up! 空所に適切な語を選んで入れなさい。

What has made AI advance is the technology of "Deep Learning." With this technology, people believe that AI will have a capacity similar to that of the human brain. With "Deep Learning," AI can recognize things on its own and learn a lot faster than human children.

faster / brain / advance / capacity / recognize

8-31 Speak Out! ペアになって会話をしましょう。 → p.181

A: AI can learn like a child, but it is not human. What is a human behavior that AI cannot do?
B: I think ______. How about you?
A: I think ______.

(a) AI cannot love someone
(b) AI cannot write a novel
(c) *Your idea*

novel [ná(:)vəl] 小説

スクリプト
A: AI can learn like a child, but it is not human. What is a human behavior that AI cannot do?
B: I think AI cannot love someone. How about you?
A: I think AI cannot write a novel.

8-32

Part 3 Can AI make our lives more comfortable?

8-38 ポーズ読み（フレーズ） 8-39 ポーズ読み（文）

8-33
- **automatic** [ɔ:təmǽtɪk]
- **driving** [dráɪvɪŋ]
- **traffic** [trǽfɪk]
- **mobile** [móubəl] ㋐
- **translation** [trænsléɪʃən]
- **anywhere** [énihwèər]
- **disease** [dɪzí:z] ㊎
- **robot** [róubɑ(:)t] ㊎
- **rapidly** [rǽpɪdli]
- **nursing** [nɔ́:rsɪŋ]
- **medical** [médɪkəl]
- **tiring** [táɪərɪŋ]
- **activity** [æktívəti]
- **sound**（動）[sáund]
- **bright** [bráɪt]

8-35 Many people expect/that AI will make our lives more comfortable. / Automatic driving may decrease traffic accidents./ Mobile translation machines may help us/communicate anywhere in the world. / "AI doctors" may find diseases/which human doctors cannot./

8-36 Moreover,/robots with AI are developing rapidly./ G-3 They are being used in various areas/such as industry,/nursing,/and medical care./ In the future,/ more and more "AI robots" will/do tiring,/boring,/and dangerous work/in place of us./ We humans may be able to spend most of our time/on creative activities./

8-37 Our future with AI/sounds bright and wonderful./ Will this really be so,/though?/ Is there nothing/we need to worry about?/

スクリプト 8-40 1.(T) F 2.(T) F 3. T (F)

True or False
1. A lot of people think that AI will make their lives more comfortable.
2. Robots with AI are being used in industry, nursing, medical care, and so on.
3. Our future with AI will be really bright and wonderful.

Grammar 進行形の受動態 → p.199

G-3 be 動詞＋being＋過去分詞 ～されている（ところだ）

They **are being used** in various areas such as industry, nursing, and medical care.

それらは工業，看護，医療のようなさまざまな分野で 使われています 。

8-34
- 10 **more and more ～** ますます多くの～
- 11 **in place of ～** ～の代わりに
- 12 **spend＋時間＋on ～** ～に〈時間〉を使う

9

8-41 Check Up! 本文に関する質問に英語で答えなさい。

1. What may mobile translation machines help us do?
   — They may help us communicate anywhere in the world .
2. What may "AI doctors" find?
   — They may find diseases which human doctors cannot .
3. What kind of work will "AI robots" do in place of us in the future?
   — They will do tiring, boring, and dangerous work .

8-42 Sum Up! 空所に適切な語を選んで入れなさい。

Many people expect that AI will make our lives more comfortable. For instance, mobile translation machines may help us communicate anywhere in the world. "AI doctors" may find diseases which human doctors cannot. In the future, more and more "AI robots" will do tiring, boring, and dangerous work in place of us.

robots / place / diseases / expect / communicate

8-43 Speak Out! ペアになって会話をしましょう。 → p.181

A : AI robots will be popular in the near future. What do you want AI robots to do?

B : I want them ______ . How about you?

A : Of course I want them ______ .

(a) to clean my room
(b) to do my homework
(c) *Your idea*

スクリプト
A : AI robots will be popular in the near future. What do you want AI robots to do?
B : I want them to clean my room. How about you?
A : Of course I want them to do my homework.

8-44

Part 4 What are the potential risks of AI?

8-50 ポーズ読み（フレーズ） 8-51 ポーズ読み（文）

8-47 Some researchers worry/that AI is developing too fast. / If AI continues to spread into various industries, / many of us may lose our jobs. / In addition, / if AI develops at the present pace, / it is expected / to exceed the human brain / in 2045. / Some of them say / that may cause many problems / we have never experienced before. /

8-48 Have you ever seen the movie / *The Terminator*? / It describes a future / in which an advanced AI system suddenly starts / to destroy humans. / Of course / it is a fictional movie, / but when you watch it, / (G-4) you feel / as if it could become a reality. /

8-49 We can no longer stop the development of AI. / However, / we can avoid the potential risks of AI / and make it beneficial for humans. / What is important is / that all of us should pay careful attention / to its development. /

8-45 **present**(形) [prézənt]
exceed [ɪksíːd]
describe [dɪskráɪb]
fictional [fíkʃənəl]
development [dɪvéləpmənt]
avoid [əvɔ́ɪd]
potential [pəténʃəl]
risk [rísk]
beneficial [bènɪfíʃəl]

スクリプト
True or False
1. No researchers worry that AI is developing too fast.
2. The movie *The Terminator* describes a future in which humans destroy AI.
3. We cannot stop the development of AI but we can avoid the potential risks of it.

8-52 1. T (F) 2. T (F) 3. (T) F

Grammar as if を使った仮定法 → p.199

G-4 **as if＋S＋過去形** （まるで）～する［である］かのように

You feel **as if** it **could** become a reality.

あなたは まるで それが現実になりうる かのように 感じます。

8-46
2 **spread into ～** ～(の内部)に広がる 4 **at ～ pace** ～のペースで
8 ***The Terminator*** [tə́ːrmənèɪtər] 『ターミネーター』(→p.143) 16 **pay attention to ～** ～に注意を払う

9

8-53 Check Up! 本文に関する質問に英語で答えなさい。

1. What may happen if AI continues to spread into various industries?
— Many of us may lose our jobs.

2. What is AI expected to do if it develops at the present pace?
— It is expected to exceed the human brain in 2045.

3. What should we do to avoid the potential risks of AI?
— We should pay careful attention to its development.

8-54 Sum Up! 空所に適切な語を選んで入れなさい。

Some researchers worry that many of us may lose our jobs if AI continues to spread into various industries. Moreover, it is expected that AI will exceed the human brain in 2045. Though we can no longer stop the development of AI, we should pay careful attention to it.

attention / exceed / industries / development / lose

8-55 Speak Out! ペアになって会話をしましょう。 → p.181

A: AI may cause many problems in the future. Do you think we can live with AI?
B: Yes, I do. / No, I don't.
A: Why? / Why not?
B: Because ＿＿＿＿.

(a) we have the power to control AI
(b) AI will create problems we don't expect
(c) *Your idea*

スクリプト
A: AI may cause many problems in the future. Do you think we can live with AI?
B: Yes, I do.
A: Why?
B: Because we have the power to control AI.

A: AI may cause many problems in the future. Do you think we can live with AI?
B: No, I don't.
A: Why not?
B: Because AI will create problems we don't expect.

More Information

Information 1

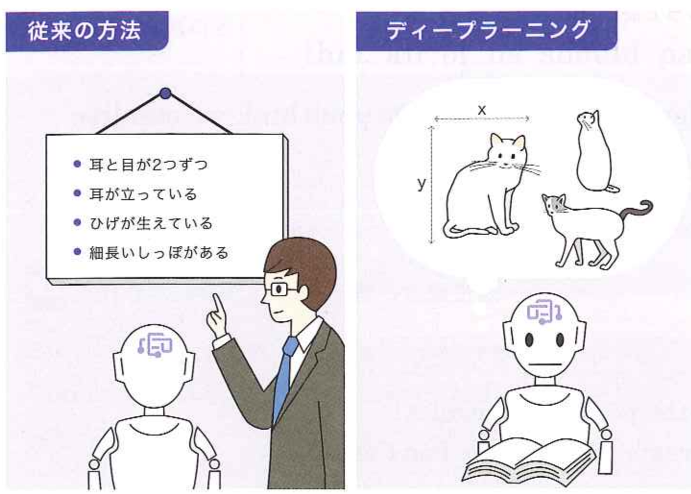
AI（人工知能）


カーナビ　検索エンジン　冷蔵庫　掃除ロボット

“AI=Artificial Intelligence”という名称は，人工知能研究の第一人者ジョン・マッカーシーらにより1956年に初めて使用された。現在では「コンピュータを使って，学習・推論・判断などの知能の働きを人工的に実現したもの」などと定義されている。AIは各種センサーやデータベースなどから得られたデータを解析し，有用な規則を抽出し，最適な判断を下す。簡易型のAIはスマートフォンや家電製品にも使われている。

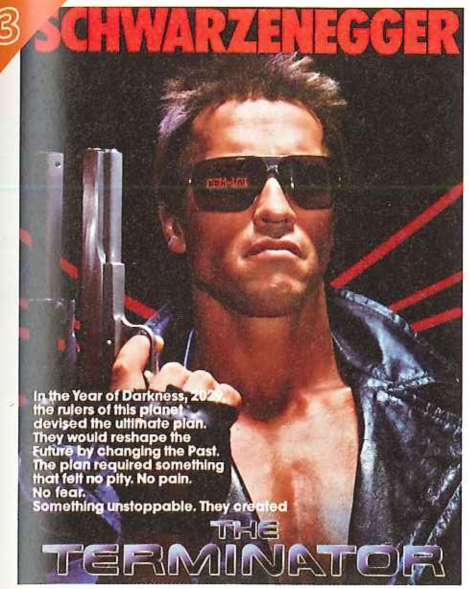
Information 2

ディープラーニング



AIを学習させるための最新技術。人間の脳を模した複雑な構造をコンピュータ内に作ることで，細部から全体へと分析を深めながら，徐々に物の概念を獲得していくことができる。たとえばAIにネコを識別させる場合，従来はネコの概念を人間がAIに教えておく必要があった。一方，ディープラーニングではAIが大量のデータを細かく分析してネコの概念を自ら獲得できるようになった。

Information 3



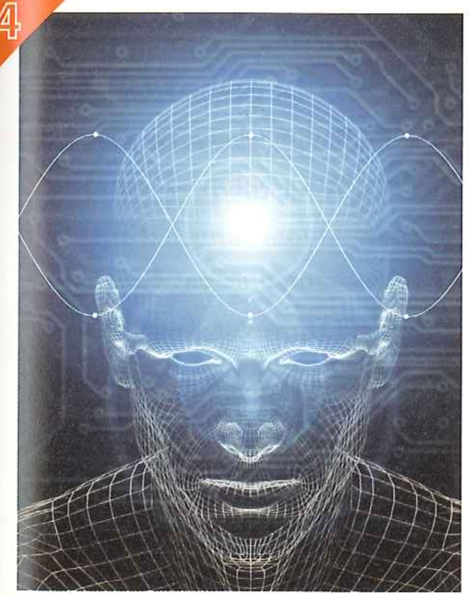
映画『ターミネーター』

人工知能が人類に反旗を翻す近未来を描いたSF映画(1984年作品)。主演のアーノルド・シュワルツェネッガーはこの映画で一躍スターとなった。

あらすじ

2029年，人工知能「スカイネット」が反乱を起こし，機械の軍隊を率いて人類抹殺を企てる。絶滅の危機に瀕した人類は抵抗軍を組織し，指導者ジョン・コナーのもとで反撃に出る。脅威を感じたスカイネットは殺人アンドロイド「ターミネーター」をタイムマシンで過去に送り，ジョン・コナーの母親を殺害してジョンの存在を消し去ろうとする。人工知能と人類の時を超えた戦いが描かれる。

Information 4



2045年問題

2045年問題とは，人工知能が今のペースで進化し続ければ，2045年に人工知能の能力が人間の脳の能力を超えるかもしれないというもの。人工知能の能力が人間を超えると，人工知能が人間に代わって技術開発を行うようになり，人工知能の暴走といった未知の問題が出現するかもしれないと懸念されている。


ホーキング博士

理論物理学者のホーキング博士は今後100年以内に人工知能が人間を超えるだろうと警告した。人工知能が人類を超えるとき，人工知能に人類と協力する目的を持たせる必要があり，また人工知能の開発は人類がコントロールできるように進めるべきだと語った。

音読 Training!

Part 1

8-15 ポーズ読み（フレーズ） 8-16 ポーズ読み（文）

8-13 These days / we often hear the word "AI." / What is AI? / AI stands for "artificial intelligence." / It means / "intelligence created artificially / with advanced computers and software." /

8-14 We tend to imagine / that AI works only in large computer systems. / However, / simpler AI is used in our smartphones / and home electronics. / If they did not have AI, / they could not carry out many functions. / AI helps smartphones / find spam mail / and put it into another folder. / It also helps car navigation systems / find the shortest route to a destination. / Moreover, / AI controls air-conditioners and refrigerators / to keep suitable temperatures. / However, / the capacity of AI is not limited / to these usages. / It keeps on developing / at an amazing speed. / (116)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 2

8-26 ポーズ読み（フレーズ） 8-27 ポーズ読み（文）

8-24 What has made AI advance / is the technology of "Deep Learning." / It was developed / by studying the human brain. / If the technology had not been invented, / AI would have stopped developing. / With this technology, / it is believed / that AI will have a capacity / similar to that of the human brain. /

8-25 What is "Deep Learning"? / Suppose / we want AI to recognize a "cat." / In the past, / we needed to teach AI every characteristic / a cat has. / However, / with "Deep Learning" / AI can learn on its own. / If we give it a lot of image data on cats, / it can understand what a "cat" is. / Finally, / it will learn / how to distinguish a "cat" from other things. / This process is similar to the way / human children learn what a "cat" is. / However, / AI can learn a lot faster / than human children. / (139)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 3

8-38 ポーズ読み（フレーズ） 8-39 ポーズ読み（文）

8-35 Many people expect / that AI will make our lives more comfortable. / Automatic driving may decrease traffic accidents. / Mobile translation machines may help us / communicate anywhere in the world. / "AI doctors" may find diseases / which human doctors cannot. /

8-36 Moreover, / robots with AI are developing rapidly. / They are being used in various areas / such as industry, / nursing, / and medical care. / In the future, / more and more "AI robots" will / do tiring, / boring, / and dangerous work / in place of us. / We humans may be able to spend most of our time / on creative activities. /

8-37 Our future with AI / sounds bright and wonderful. / Will this really be so, / though? / Is there nothing / we need to worry about? / (113)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

Part 4

8-50 ポーズ読み（フレーズ） 8-51 ポーズ読み（文）

8-47 Some researchers worry / that AI is developing too fast. / If AI continues to spread into various industries, / many of us may lose our jobs. / In addition, / if AI develops at the present pace, / it is expected / to exceed the human brain / in 2045. / Some of them say / that may cause many problems / we have never experienced before. /

8-48 Have you ever seen the movie / *The Terminator*? / It describes a future / in which an advanced AI system suddenly starts / to destroy humans. / Of course / it is a fictional movie, / but when you watch it, / you feel / as if it could become a reality. /

8-49 We can no longer stop the development of AI. / However, / we can avoid the potential risks of AI / and make it beneficial for humans. / What is important is / that all of us should pay careful attention / to its development. / (140)

START ▶ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ GOAL

8-56 本文通し読み

Finish Up!

AI についてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

How AI recognizes a cat

AI of the past	AI with "Deep Learning"
We needed to teach AI every ([1] characteristic) a cat has.	AI can learn on its own. The process of AI's learning is ([2] similar) to the way human children learn what a "cat" is. AI can learn a lot ([3] faster) than human children.

Our future with AI

Good points	Bad points
Automatic driving → ([4] decrease) traffic accidents Mobile translation machines → help us to ([5] communicate) anywhere in the world "AI doctors" → find ([6] diseases) which human doctors cannot	AI is developing too fast. → many of us may ([7] lose) our jobs **The problem of 2045** AI will ([8] exceed) the human brain in 2045. → may ([9] cause) many problems we have never experienced before

What we should do

- We should pay careful ([10] attention) to the development of AI to avoid its potential risks.

communicate / decrease / cause / exceed / lose
faster / attention / similar / characteristic / diseases

スクリプト 8-57
True or False 1. (T)/ F 2. (T)/ F 3. T /(F) 4. (T)/ F 5. T /(F)

1. In the past, we needed to teach AI every characteristic a cat has.
2. AI with "Deep Learning" can learn faster than human children.
3. With automatic driving, we can communicate anywhere in the world.
4. In 2045, AI may cause many problems we have never experienced before.
5. We cannot avoid the potential risks of AI, so we don't have to pay attention to the development of it.

Exercises

1 日本文に合うように，( ) 内の語 (句) を適切な形にして英文を完成させなさい。 G-1 G-2

1. もしお金が十分にあれば，新しい車を買うのに。
If I (have) enough money, I (will buy) a new car.
If I had enough money, I would buy a new car.

2. 彼女の電話番号を知っていたなら，彼女に電話したのに。
If I (know) her phone number, I (will call) her.
If I had known her phone number, I would have called her.

3. もしあなたがその電車に乗っていたら，6 時にそこに着くことができたのに。
If you (take) the train, you (can arrive) there at six.
If you had taken the train, you could have arrived there at six.

2 日本文に合うように，[ ] 内の語を適切な形に変えて ( ) に書きなさい。 G-3

1. 新しい図書館が公園の近くで建設されている。 [build]
A new library (is) (being) (built) near the park.

2. 私のコンピュータは修理中なので使えません。 [repair]
My computer (is) (being) (repaired), so I can't use it.

3 次の英文を日本文に直しなさい。 G-4

1. She looks as if she were a teacher.
彼女はまるで先生であるかのように見える。

2. He talks as if he knew everything.
彼はまるですべてを知っているかのように話す。

By YourSELF!! → p.181

1 の 2 を参考に，「もしあの時〜していたなら，…したのに」と過去の事実と異なることを仮定する文を書いてみよう！

If I had practiced playing tennis harder , I would have won the match .

9-01

LESSON 10 Bhutan: A Happy Country

9-02

Part 1



What kind of country is Bhutan?

ブータンとはどのような国でしょうか？



文法 強調構文

キーワード 9-03

clothing 衣装

economically 経済的に

9-04

Part 2

What is the idea of GNH?

GNH の考え方とはどういうものでしょうか？





文法 部分否定

キーワード 9-05

spiritual 精神的な

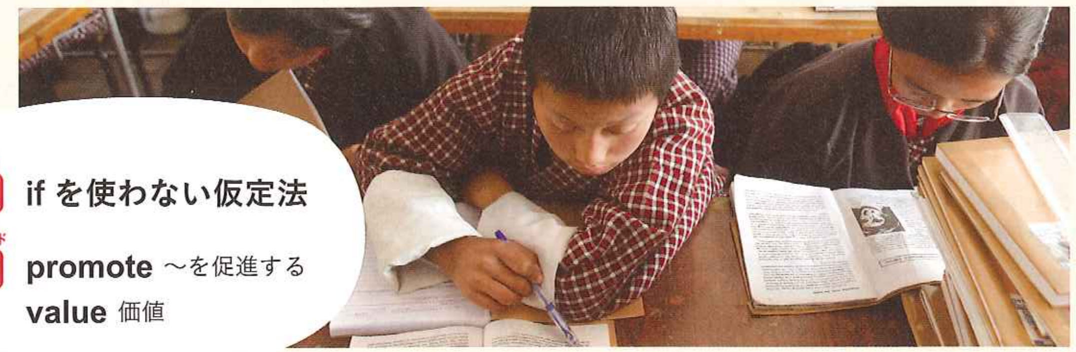
modernize ～を近代化する

9-06

Part 3

What are the four main points of the Bhutan's policy?

ブータンの政策の 4 つの要点とは何でしょうか？



文法 if を使わない仮定法

キーワード 9-07

promote ～を促進する

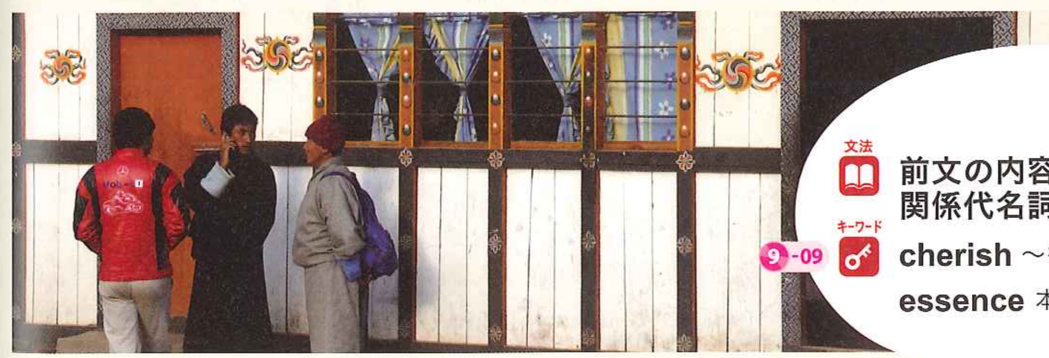
value 価値

9-08

Part 4

What is the essence of Bhutanese society?

ブータン社会の本質とはどういうものでしょうか？



文法 前文の内容を受ける関係代名詞 which

キーワード 9-09

cherish ～を大切にする

essence 本質

Part 1



9-10

What kind of country is Bhutan?

9-17 ポーズ読み（フレーズ） 9-18 ポーズ読み（文）

9-11 **fame** [féɪm]

locate [lóʊkeɪt]㊗

clothing [klóʊðɪŋ]㊗

gross [ɡróʊs]㊗

income [ínkʌm]

certainly [sə́:rtənli]㊗

economically [i:kənɑ́(:)mɪkəli, èkə-]㋐

wealthy [wélθi]㊗

9-13 What do you think makes people happy? / Is it money, / fame, / and success? / Or close friends and family? / Everyone has different answers. /

9-14 Bhutan is a small country / people call "The Happy Country." / It is located between China and India / and is surrounded by the Himalayas. / The population is only 750,000, / and many Bhutanese wear traditional clothing. /

9-15 Bhutan had a policy of isolation for a long time / just like Japan did / in the Edo period. / G-1 It was in 1974 / that Bhutan stopped this policy / and began joining the international society. /

9-16 Bhutan's GNI / (Gross National Income) / per person / was 2,330 US dollars / in 2013. / It is only one-twentieth of Japan's. / Bhutan is certainly not economically wealthy, / but many Bhutanese say / that they are happy. /

9-19 1. T / (F) 2. (T) / F 3. T / (F)

スクリプト

True or False

1. Bhutan, China, and India are called "The Happy Countries."
2. Bhutan does not have a policy of isolation now.
3. Japan's GNI per person is only one-twentieth of Bhutan's.

It 〜 that の形式主語構文との違いに注意しよう。



Grammar 強調構文 →p.200

G-1 **It is[was] *A* that ...** …は*A*である[あった]

It was *in 1974* **that** Bhutan stopped this policy and began joining the international society.

ブータンがこの政策をやめて国際社会に 参加し始めたのは 1974年 （のこと）でした 。

9-12 6 **the Himalayas** [hìməléɪəz] ヒマラヤ山脈 7 **Bhutanese** [bù:təní:z] ブータン人 13 **GNI** 国民総所得

9-20 Check Up! 本文に関する質問に英語で答えなさい。

1. Where is Bhutan located?
   — It is located between China and India .
2. What do many Bhutanese wear?
   — They wear traditional clothing .
3. What did Bhutan do in 1974?
   — It stopped the policy of isolation and began joining the international society .

9-21 Sum Up! 空所に適切な語を選んで入れなさい。

Bhutan is a small country which is located between China and India and is surrounded by the Himalayas. People call it "The Happy Country." Many Bhutanese wear traditional clothing . Bhutan stopped its isolation policy in 1974 and joined the international society. Bhutan is not economically wealthy, but many Bhutanese say that they are happy.

economically / located / isolation / clothing / surrounded

9-22 Speak Out! ペアになって会話をしましょう。 →p.182

A: We have both happy times and sad times. When do you feel happy?
B: I feel happy when ________ . How about you?
A: I feel happy when ________ .

(a) I get good marks on exams
(b) I'm eating my favorite food
(c) *Your idea*

mark [mɑ́:rk] 点数

スクリプト

A: We have both happy times and sad times. When do you feel happy?
B: I feel happy when I get good marks on exams. How about you?
A: I feel happy when I'm eating my favorite food.

Part 2



9-23

What is the idea of GNH?

9-28 ポーズ読み（フレーズ） 9-29 ポーズ読み（文）

9-24
- **happiness** [hǽpinəs]
- **former** [fɔ́ːrmər]
- **king** [kíŋ]
- **spiritual** [spíritʃuəl]
- **richness** [rítʃnəs]
- **rather** [rǽðər]
- **wealth** [wélθ] ㊎
- **economic** [ìːkənɑ́(ː)mɪk, èkə-] ㋐
- **necessarily** [nèsəsérəli, nésəsər-]
- **poverty** [pɑ́(ː)vərti]
- **destruction** [dɪstrʌ́kʃən]
- **modernize** [mɑ́(ː)dərnàɪz]
- **constitution** [kɑ̀(ː)nstətjúːʃən]
- **pursue** [pərsjúː] ㊎㋐

9-26 What makes Bhutanese feel happy/is the idea of GNH/ (Gross National Happiness)./ This idea was introduced by the former king,/King Jigme Singye,/in 1976./ He said at an international conference/that GNH is more important than GNI./ According to him,/spiritual richness can make people happy/rather than material wealth./

9-27 Before stopping their isolation policy,/the Bhutanese studied the experience and models/of advanced countries./ As a result,/they realized/that economic (G-2) development does not necessarily lead to happiness./ It can lead to poverty,/environmental destruction,/and the loss of culture./ Therefore,/they decided to modernize their country slowly,/preserving the environment and traditional culture./ They believed/this could increase their spiritual richness./Bhutan's constitution says/that the country will make an effort/to pursue GNH./

スクリプト

True or False
1. King Jigme Singye said that GNH is more important than GNI.
2. Bhutanese realized that economic development always leads to happiness.
3. It is written in Bhutan's constitution that the country will make an effort to pursue GNH.

9-30 1. (T) / F 2. T / (F) 3. (T) / F

not all は「すべて～というわけではない」, not always は「いつも～というわけではない」の意味になるよ。



Grammar 部分否定 → p.200

G-2 not necessarily 必ずしも～というわけではない

Economic development does **not necessarily** lead to happiness.

経済の発展は［必ずしも］幸福につながる［というわけではない］。

9-25
1 **GNH** 国民総幸福量（→p.158）　3 **Jigme Singye** [dʒígmə síŋge] ジグメ・シンゲ
6 ***A* rather than *B*** *B*よりもむしろ*A*　10 **lead to ～** ～(という結果)につながる

10

9-31 Check Up! 本文に関する質問に英語で答えなさい。

1. What does GNH stand for?
— It ［stands for Gross National Happiness］.

2. According to King Jigme Singye, what can spiritual richness do?
— It ［can make people happy rather than material wealth］.

3. What did the Bhutanese decide?
— They ［decided to modernize their country slowly, preserving the environment and traditional culture］.

9-32 Sum Up! 空所に適切な語を選んで入れなさい。

The idea of GNH (Gross National Happiness) was introduced by the ［former］ king. The idea is that ［spiritual］ richness can make people happy rather than material wealth. After studying ［advanced］ countries, the Bhutanese decided to ［modernize］ their country slowly, preserving the environment and ［traditional］ culture.

advanced / spiritual / former / traditional / modernize

9-33 Speak Out! ペアになって会話をしましょう。 → p.182

A : Many Bhutanese think GNH is more important than GNI. Which do you think is more important, GNI or GNH? Why?
B : I think ＿＿＿ because ＿＿＿. What do you think?
A : I think ＿＿＿ because ＿＿＿.

(a) GNI is more important / we cannot live without money
(b) GNH is more important / we cannot buy happiness with money
(c) *Your idea*

スクリプト
A : Many Bhutanese think GNH is more important than GNI. Which do you think is more important, GNI or GNH? Why?
B : I think GNI is more important because we cannot live without money. What do you think?
A : I think GNH is more important because we cannot buy happiness with money.

Part 3



9-34

What are the four main points of the Bhutan's policy?

9-43 ポーズ読み（フレーズ） 9-44 ポーズ読み（文）

9-35
main [méɪn]
promote [prəmóʊt]
intend [ɪnténd]
agricultural [æ̀ɡrɪkʌ́ltʃərəl]
conserve [kənsə́ːrv]
supply [səpláɪ]
water-power [wɔ́ːtərpàʊər]
environmentally ㊇ [ɪnvàɪərənméntəli]
value [vǽljuː]
official [əfíʃəl] ㊇
architecture [ɑ́ːrkətèktʃər] ㊇
establish [ɪstǽblɪʃ]
governance [ɡʌ́vərnəns]
benefit [bénɪfɪt]
directly [dəréktli]
educational [èdʒəkéɪʃənəl]

9-37 Bhutan's policy has four main points/as follows:/

9-38 1./Promote sustainable development:/The country intends to modernize its agricultural industry,/where 80% of the people work./

9-39 2./Protect the natural environment:/Forest areas must be conserved/in more than 60% of the country. / The country's electricity supply/comes from water-power generation,/which is environmentally friendly./

9-40 3./Preserve cultural values:/People must wear traditional clothing/at official events. / All buildings must have traditional architecture. / Children are taught the value of traditional culture/at school./

9-41 4./Establish good governance:/The king and politicians must work/for the benefit of the people. / People can speak to their king directly. / Medical and educational services are free./

G-3
9-42 Without this policy,/much of Bhutan's nature and culture would be lost./

9-45 1. (T) / F 2. T / (F) 3. (T) / F

Grammar if を使わない仮定法 → p.201

G-3 **Without 〜, S+would+動詞の原形** もし〜がなければ，Sは…だろうに

Without this policy, much of Bhutan's nature and culture **would be** lost.

もしこの政策が［なければ］，ブータンの自然と文化の多くは失われて［いるであろう］。

9-36 1 **as follows** 次のとおり 2 **intend to *do*** 〜するつもりである 7 **water-power generation** 水力発電 14 **for the benefit of 〜** 〜の利益のために 15 **speak to 〜** 〜に話しかける

スクリプト
True or False
1. Most of the people in Bhutan work in the agricultural industry.
2. Bhutan's electricity supply comes from solar energy generation.
3. Schools and hospitals give free service to the people.

10

9-46 **Check Up!** 本文に関する質問に英語で答えなさい。

1. What does Bhutan's policy promote?
— It ［promotes sustainable development］.

2. What does Bhutan's policy protect?
— It ［protects the natural environment］.

3. What is the fourth point in Bhutan's policy?
— It is to ［establish good governance］.

9-47 **Sum Up!** 空所に適切な語を選んで入れなさい。

Bhutan's ［policy］ has four main points. The first point is to ［promote］ sustainable development. The second point is to protect the natural ［environment］. The third point is to preserve cultural ［values］. And the fourth point is to ［establish］ good governance.

values / promote / policy / establish / environment

9-48 **Speak Out!** ペアになって会話をしましょう。 → p.182

A : Bhutan's policy has four main points. Which point are you most interested in? Why?
B : I'm interested in ＿＿＿ because ＿＿＿.
How about you?
A : I'm interested in ＿＿＿ because ＿＿＿.

(a) the first point / I want to work in the agricultural industry in the future
(b) the second point / it is important to protect the natural environment
(c) *Your idea*

スクリプト
A : Bhutan's policy has four main points. Which point are you most interested in? Why?
B : I'm interested in the first point because I want to work in the agricultural industry in the future. How about you?
A : I'm interested in the second point because it is important to protect the natural environment.

9-49

Part 4 What is the essence of Bhutanese society?



9-56 ポーズ読み（フレーズ） 9-57 ポーズ読み（文）

9-50 cherish [tʃérɪʃ]

trouble [trʌ́bl]

unemployment [ʌ̀nɪmplɔ́ɪmənt]

miniskirt [mínɪskə̀ːrt]

essence [ésəns]

9-52 Bhutanese people also cherish their bonds / with others. / They help each other / when they are in trouble. / They put a high value / on spending time with their family. / Family time is valued over work time. / They feel happiest / when they are with their family and close friends. /

9-53 Since Bhutan began modernizing its society, / several problems have appeared. / For example, / the population has increased in the cities rapidly, / which causes unemployment. / Influenced by TV and the Internet, / young people have become interested in foreign culture. / Some of them have begun wearing jeans and miniskirts. /

G-4

9-54 However, / the essence of Bhutanese society / has not changed much. / Young people still believe / that close friends and family are / the most precious things in life. /

9-55 We hope / that this happy country will keep its values / in the future. / Such values will be a good model / for other countries. /

9-58 1. T / (F) 2. T / (F) 3. (T) / F

Grammar 前文の内容を受ける関係代名詞 which

→ p.201

G-4 **~, which ...** ～であり［だが］，そのことは…

The population has increased in the cities rapidly, **which** causes unemployment.

人口は都市で急速に増加しましたが，そのことは 失業を引き起こしています。

9-51 2 **be in trouble** 困っている 3 **put a high value on ~** ～を重視する 4 **value A over B** BよりAを重んじる

スクリプト True or False
1. Bhutanese people put a high value on working outside.
2. The population of Bhutan has increased around the country.
3. Close friends and family are the most precious things for Bhutanese young people.

10

9-59 Check Up! 本文に関する質問に英語で答えなさい。

1. What do Bhutanese do when they are in trouble?
— They help each other .

2. What has happened to young people through the influence of TV and the Internet?
— They have become interested in foreign culture .

3. What is the thing that has not changed much?
— It is the essence of Bhutanese society .

9-60 Sum Up! 空所に適切な語を選んで入れなさい。

Bhutanese people cherish their bonds with others. They help each other when they are in trouble and put a high value on spending time with their family . Recently, influenced by TV and the Internet, young people have become interested in foreign culture. However, the essence of Bhutanese society has not changed much.

essence / family / trouble / foreign / cherish

9-61 Speak Out! ペアになって会話をしましょう。

→ p.182

A: For Bhutanese people, close friends and family are the most precious things. What is the most precious thing for you? Why?

B: I think ______ the most precious thing because ______ .
How about you?

A: For me, ______ the most precious thing because ______ .

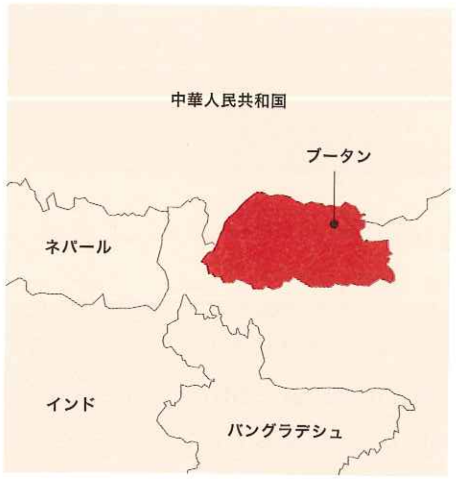
(a) my close friends are / I'm very excited when I'm with them
(b) my family is / they support me
(c) *Your idea*

スクリプト A: For Bhutanese people, close friends and family are the most precious things. What is the most precious thing for you? Why?
B: I think my close friends are the most precious thing because I'm very excited when I'm with them. How about you?
A: For me, my family is the most precious thing because they support me.

More Information

Information 1

ブータン情報



ブータン王国
Kingdom of Bhutan

正式名称はブータン王国(Kingdom of Bhutan)という。中国(チベット自治区)とインドに挟まれた，日本の九州ほどの面積の国。



国旗



面積
約38,394km²

人口
約753,000人 (2013年)

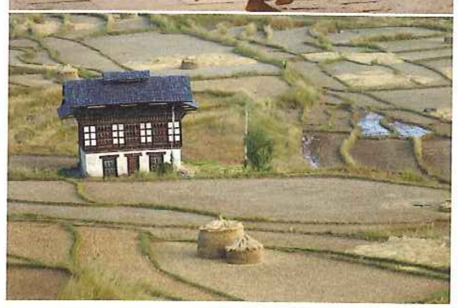
首都
ティンプー (Thimphu)

(外務省 HP, 2015)

Information 2

GNH（国民総幸福量）






ジグメ・シンゲ

第4代国王のジグメ・シンゲによって生み出された考え方。自然環境や伝統的な生活・文化を守りながら，ゆっくりと社会の近代化を進め，それにより国民の幸せの実現を目指すというもの。国の政策は GNH に重点を置いており，物質的な豊かさより，精神的な豊かさを目指している。

GNI=Gross National Income（国民総所得）
国民が国内外で得た所得の総額を示す。物質的な豊かさを重視する先進国では，GNIやGDP(国内総生産)によって国の発展の度合いを測っている。

Information 3

ブータン国民の生活

言語



公用語はゾンカ語と英語。学校の授業は基本的に英語で行われ，国語の授業のみゾンカ語が使われている。

伝統衣装



男性は「ゴ」，女性は「キラ」と呼ばれる伝統衣装を着る。政府機関，学校，寺院のほか，公的な行事での着用が義務づけられている。

食文化



ブータンの主食は米で，料理には肉やバター，チーズのほか，唐辛子がふんだんに使われる。

スポーツ



ブータンの国技は「ダツェ」と呼ばれる伝統的な弓術で，大人から子どもまで多くの国民に愛好されている。

宗教

主な宗教はチベット仏教で，国中のいたるところに歴史的な寺院や仏塔を見ることができる。

禁煙

2004年に世界で唯一の禁煙国となった。ブータンでは，たばこ製品の売買は法律で禁止されている。

音読 Training!

Part 1

9-17 ポーズ読み（フレーズ） 9-18 ポーズ読み（文）

9-13 What do you think makes people happy? / Is it money, / fame, / and success? / Or close friends and family? / Everyone has different answers. /

9-14 Bhutan is a small country / people call "The Happy Country." / It is located between China and India / and is surrounded by the Himalayas. / The population is only 750,000, / and many Bhutanese wear traditional clothing. /

9-15 Bhutan had a policy of isolation for a long time / just like Japan did / in the Edo period. / It was in 1974 / that Bhutan stopped this policy / and began joining the international society. /

9-16 Bhutan's GNI / (Gross National Income) / per person / was 2,330 US dollars / in 2013. / It is only one-twentieth of Japan's. / Bhutan is certainly not economically wealthy, / but many Bhutanese say / that they are happy. / (122)


START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL


Part 2

9-28 ポーズ読み（フレーズ） 9-29 ポーズ読み（文）

9-26 What makes Bhutanese feel happy / is the idea of GNH / (Gross National Happiness). / This idea was introduced by the former king, / King Jigme Singye, / in 1976. / He said at an international conference / that GNH is more important than GNI. / According to him, / spiritual richness can make people happy / rather than material wealth. /

9-27 Before stopping their isolation policy, / the Bhutanese studied the experience and models / of advanced countries. / As a result, / they realized / that economic development does not necessarily lead to happiness. / It can lead to poverty, / environmental destruction, / and the loss of culture. / Therefore, / they decided to modernize their country slowly, / preserving the environment and traditional culture. / They believed / this could increase their spiritual richness. / Bhutan's constitution says / that the country will make an effort / to pursue GNH. / (128)

START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL

Part 3

9-43 ポーズ読み（フレーズ） 9-44 ポーズ読み（文）

9-37 Bhutan's policy has four main points / as follows: /

9-38 1. / Promote sustainable development: / The country intends to modernize its agricultural industry, / where 80% of the people work. /

9-39 2. / Protect the natural environment: / Forest areas must be conserved / in more than 60% of the country. / The country's electricity supply / comes from water-power generation, / which is environmentally friendly. /

9-40 3. / Preserve cultural values: / People must wear traditional clothing / at official events. / All buildings must have traditional architecture. / Children are taught the value of traditional culture / at school. /

9-41 4. / Establish good governance: / The king and politicians must work / for the benefit of the people. / People can speak to their king directly. / Medical and educational services are free. /

9-42 Without this policy, / much of Bhutan's nature and culture would be lost. / (126)

START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL

Part 4

9-56 ポーズ読み（フレーズ） 9-57 ポーズ読み（文）

9-52 Bhutanese people also cherish their bonds / with others. / They help each other / when they are in trouble. / They put a high value / on spending time with their family. / Family time is valued over work time. / They feel happiest / when they are with their family and close friends. /

9-53 Since Bhutan began modernizing its society, / several problems have appeared. / For example, / the population has increased in the cities rapidly, / which causes unemployment. / Influenced by TV and the Internet, / young people have become interested in foreign culture. / Some of them have begun wearing jeans and miniskirts. /

9-54 However, / the essence of Bhutanese society / has not changed much. / Young people still believe / that close friends and family are / the most precious things in life. /

9-55 We hope / that this happy country will keep its values / in the future. / Such values will be a good model / for other countries. / (142)

9-62 本文通し読み START ▶ ①②③④⑤⑥⑦⑧⑨⑩ GOAL

Finish Up!

ブータンについてまとめます。
本文の内容に合うように，空所に入る語を下から選んで書きなさい。

Kingdom of Bhutan

Location	Located between (1 China) and India Surrounded by the Himalayas
Population	(2 750,000)
GNI	(3 2,330) US dollars per person → one-twentieth of Japan's
The idea of GNH	What makes people happy is (4 spiritual) richness, not (5 material) wealth.

The main points of Bhutan's policy

1. Promote (6 sustainable) development
2. Protect the (7 natural) environment
3. Preserve cultural (8 values)
4. Establish good (9 governance)

People's belief

- Family and close (10 friends) are the most precious things in life.

spiritual / values / friends / 750,000 / 2,330
sustainable / natural / governance / material / China

9-63 1. T / (F) 2. T / (F) 3. (T) / F 4. (T) / F 5. T / (F)

スクリプト
True or False
1. Bhutan is located between China and the Himalayas.
2. Bhutan's population is 75,000.
3. Bhutan's GNI is a lot smaller than Japan's.
4. One main point of Bhutan's policy is to preserve cultural values.
5. Few people believe that family and close friends are the most precious things in life.

Exercises

1 日本文に合うように，[ ] 内の語を並べかえなさい。 G-1

1. 先月パリを訪れたのは私の母です。
   [that / mother / visited / was / my / it / Paris] last month.
   It was my mother that visited Paris last month.
2. 私の兄がアメリカに引っ越したのは昨年です。
   [my / it / moved / to / brother / was / last / year / that] the US.
   It was last year that my brother moved to the US.

2 日本文に合うように，( ) に適切な語を書きなさい。 G-2

1. お金は必ずしも幸福をもたらすわけではない。
   Money does (not) (necessarily) bring happiness.
2. 彼はいつも電車で通学するわけではない。
   He does (not) (always) take a train to school.

3 次の英文を日本文に直しなさい。 G-3 G-4

1. Without the sun, all living things would die.
   もし太陽がなければ，すべての生き物は死ぬだろう。
2. With more money, I could buy that jacket.
   もっとお金があれば，あのジャケットを買うことができるのに。
3. She suddenly began to cry, which surprised us.
   彼女は突然泣き始めたが，そのことは私たちを驚かせた。
4. He is very good at singing, which no one knows.
   彼は歌うことがとても上手だが，そのことをだれも知らない。

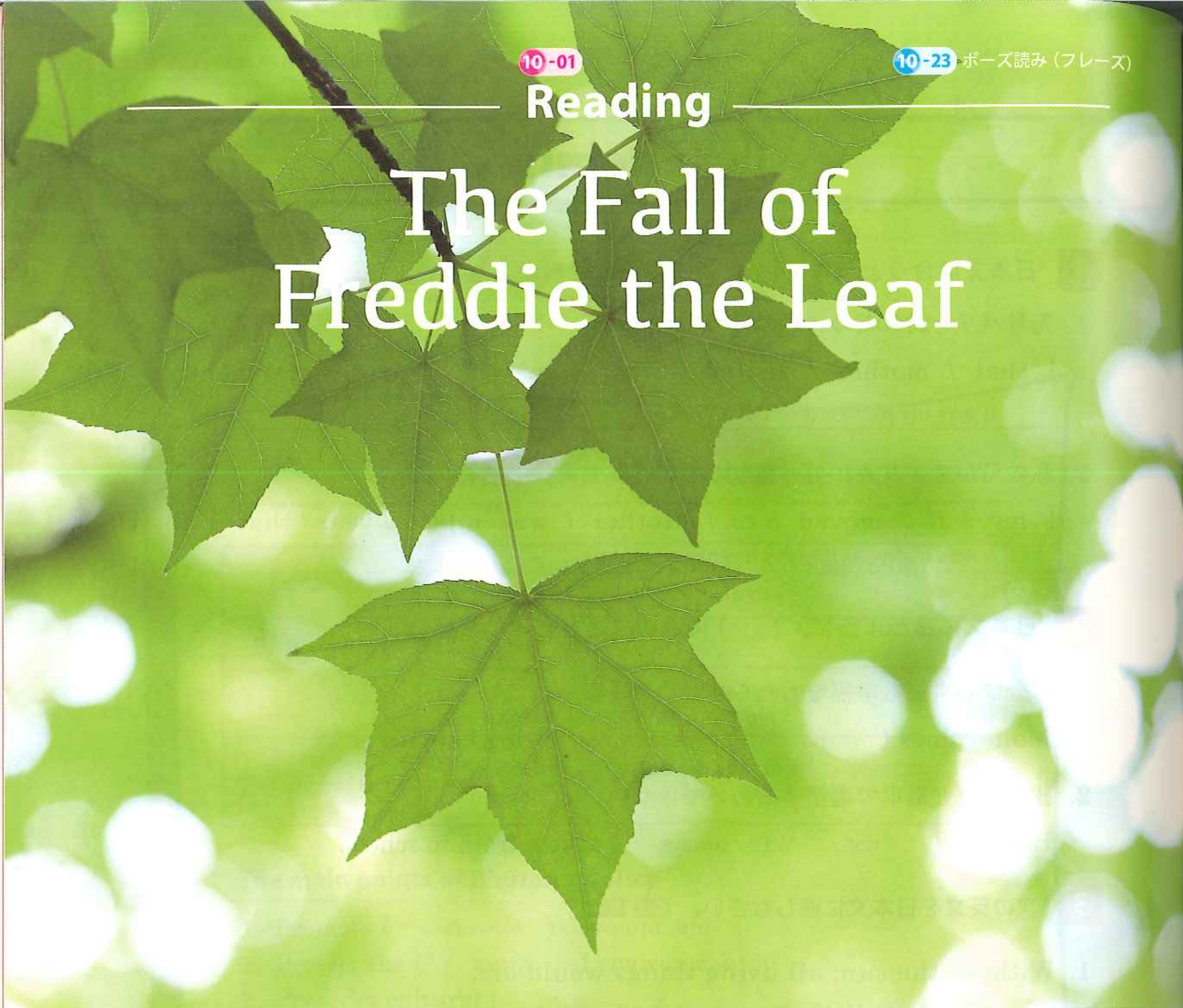
By YourSELF!!

→ p.182

1 を参考に，自分が伝えたいことを強調する文を書いてみよう！

It is / was my friends that make my school life happy .

10-01 10-23 ポーズ読み（フレーズ）



Reading

The Fall of Freddie the Leaf

10-22 Spring had passed./ So had Summer./

Freddie,/the leaf,/had grown large./ His mid-section was wide and strong,/and his five extensions were firm and pointed./

He had first appeared in Spring/as a small sprout/on a rather large branch/near the top of a tall tree./

10-02 2 **mid-section** [mídsèkʃən] 3 **extension** [ɪksténʃən] 3 **firm** [fə́ːrm] 3 **pointed** [pɔ́ɪntɪd]
4 **sprout** [spráut] 5 **branch** [brǽntʃ]

10-03 2 **Freddie** [frédi] フレディ

10-25 ポーズ読み（フレーズ）

10-24 Freddie was surrounded/by hundreds of other leaves/just like himself,/or so it seemed./ Soon he discovered/that no two leaves were alike,/even though they were on the same tree./ Alfred was the leaf next to him./ Ben was the leaf on his right side,/and Clare was the lovely leaf overhead./ They had all grown up together./ They had learned/to dance in the Spring breezes,/bask lazily in the Summer sun/and wash off in the cooling rains./

But it was Daniel/who was Freddie's best friend./ He was the largest leaf on the limb/and seemed to have been there/before anyone else./ It appeared to Freddie/that Daniel was also the wisest among them./ It was Daniel/who told them/that they were part of a tree./ It was Daniel/who explained/that they were growing in a public park./ It was Daniel/who told them/that the tree had strong roots/which were hidden in the ground below./ He explained about the birds/who came to sit on their branch/and sing morning songs./ He explained about the sun,/the moon,/the stars and the seasons./



10-04 3 **alike** [əláɪk] 5 **lovely** [lʌ́vli] 6 **breeze** [bríːz] 6 **bask** [bǽsk] 7 **lazily** [léɪzɪli]
7 **cool**(動) [kúːl] 9 **limb** [lím] 11 **wise** [wáɪz] 13 **public** [pʌ́blɪk] 15 **hidden** [hídən] < hide

10-05 1 **hundreds of ～** 何百という～ 3 **even though ～** ～だけれども 3 **Alfred** [ǽlfrɪd] アルフレッド
4 **next to ～** ～の隣の 4 **Ben** [bén] ベン 4 **on *one's* right side** ～の右側の 5 **Clare** [kléər] クレア
5 **grow up** 成長する 7 **wash off** 汚れを落とす 8 **Daniel** [dǽnjəl] ダニエル
8 **it is *A* who ～** ～するのは*A*である 10 **it appears to *A* that ～** *A*には～のように思われる

10-27 ポーズ読み（フレーズ）

10-26 Freddie loved being a leaf./He loved his branch,/his light leafy friends,/his place high in the sky,/the wind that jostled him about,/the sun rays that warmed him,/the moon that covered him with soft,/white shadows./

Summer had been especially nice./The long hot days felt good/and the warm nights were peaceful and dreamy./

There were many people in the park/that Summer./They often came and sat under Freddie's tree./Daniel told him/that giving shade was part of his purpose./

"What's a purpose?"/Freddie had asked./

"A reason for being,"/Daniel had answered./"To make things more pleasant/for others/is a reason for being./To make shade/for old people/who come to escape the heat of their homes/is a reason for being./To provide a cool place/for children to come and play./To fan with our leaves the picnickers/who come to eat/on checkered tablecloths./These are all reasons for being."/



10-06 1 **leafy** [lí:fi] 2 **wind** [wínd] 2 **jostle** [dʒá(:)sl] 3 **ray** [réɪ] 4 **shadow** [ʃǽdou] 6 **dreamy** [drí:mi]
9 **shade** [ʃéɪd] 12 **pleasant** [plézənt] 13 **escape** [ɪskéɪp] 14 **provide** [prəváɪd]
16 **fan**(動) [fǽn] 17 **picnicker** [píknɪkər] 18 **checkered** [tʃékərd] 19 **tablecloth** [téɪblklɔ̀(:)θ]

10-07 2 **jostle ～ about** ～を(押して)いろんな方向に揺らす 11 **being** 存在



10-29 ポーズ読み（フレーズ）

10-28 Freddie especially liked the old people./They sat so quietly on the cool grass/and hardly ever moved./They talked in whispers of times past./

The children were fun,/too,/even though they sometimes tore holes/in the bark of the tree/or carved their names into it./Still,/it was fun/to watch them move so fast/and to laugh so much./

But Freddie's Summer soon passed./

It vanished on an October night./He had never felt it so cold./All the leaves shivered with the cold./They were coated/with a thin layer of white/which quickly melted/and left them dew drenched and sparkling/in the morning sun./

Again,/it was Daniel/who explained/that they had experienced their first frost,/the sign/that it was Fall/and that Winter would come soon./

10-08 1 **quietly** [kwáɪətli] 2 **grass** [grǽs] 2 **hardly** [há:rdli] 2 **whisper** [hwíspər]
4 **tore** [tɔ́:r] < **tear**(動) [téər] 5 **bark** [bá:rk] 8 **vanish** [vǽnɪʃ] 9 **coat**(動) [kóut] 10 **layer** [léɪər]
10 **melt** [mélt] 10 **dew** [djú:] 11 **drench** [dréntʃ] 11 **sparkle** [spá:rkl] 13 **frost** [frɔ́(:)st]
13 **sign** [sáɪn]

10-09 2 **hardly ever** めったに～ない 2 **in whispers** ささやき声で 9 **shiver with ～** ～で(ぶるぶる)震える
9 **be coated with ～** ～に覆われている 10 **dew drenched** ＝drenched with dew



10-31 ポーズ読み（フレーズ）

10-30 Almost at once,/the whole tree,/in fact,/the whole park was transformed into a blaze of color./There was hardly a green leaf left./Alfred had turned a deep yellow./Ben had become a bright orange./Clare had become a blazing red,/Daniel a deep purple/and Freddie was red and gold and blue./How beautiful they all looked./Freddie and his friends/had made their tree a rainbow./

"Why did we turn different colors,"/Freddie asked,/"when we are on the same tree?"/

"Each of us is different./We have had different experiences./We have faced the sun differently./We have cast shade differently./Why should we not have different colors?"/Daniel said matter-of-factly./Daniel told Freddie/that this wonderful season was called Fall./

10-10 1 **whole** [hóul] 2 **transform** [trænsfɔ́ːrm] 2 **blaze** [bléɪz] 4 **blazing** [bléɪzɪŋ] 4 **purple** [pə́ːrpl]
6 **rainbow** [réɪnbòu] 10 **face**(動) [féɪs] 10 **differently** [dífərəntli] 10 **cast** [kǽst]
11 **matter-of-factly** [mǽtərəvfǽktli]

10-11 1 **(almost) at once** すぐに 1 **in fact** それどころか 2 **transform *A* into *B*** *A*を*B*に一変させる

10-33 ポーズ読み（フレーズ）

10-32 One day a very strange thing happened./The same breezes that,/in the past,/had made them dance/began to push and pull at their stems,/almost as if they were angry./This caused some of the leaves/to be torn from their branches/and swept up in the wind,/tossed about and dropped softly/to the ground./

All the leaves became frightened./

"What's happening?"/they asked each other in whispers./

"It's what happens in Fall,"/Daniel told them./"It's the time for leaves/to change their home./Some people call it *to die*."/

"Will we all die?"/Freddie asked./

"Yes,"/Daniel answered./"Everything dies./No matter how big or small,/how weak or strong./We first do our job./We experience the sun and the moon,/the wind and the rain./We learn to dance and to laugh./Then we die."/

"I won't die!"/said Freddie with determination./"Will you,/Daniel?"/

"Yes,"/answered Daniel,/"when it's my time."/

10-12 2 **push** [púʃ] 2 **pull** [púl] 3 **stem** [stém] 4 **torn** [tɔ́ːrn] < tear 4 **swept** [swépt] < sweep
5 **toss** [tɔ́(ː)s] 5 **drop** [drá(ː)p] 5 **softly** [sɔ́(ː)ftli] 6 **frightened** [fráɪtənd]
15 **determination** [dɪtə̀ːrmɪnéɪʃən]

10-13 2 **push at ～** ～を押す 2 **pull at ～** ～を引く 3 **cause *A* to *do*** *A*に～させる
4 **sweep up ～** ～を掃き寄せる 5 **toss ～ about** ～を揺さぶる
8 **it is (the) time for *A* to *do*** *A*が～すべき時である 11 **no matter how ～** どんなに～でも
15 **with determination** きっぱりと

10-35 ポーズ読み（フレーズ）

10-34 "When is that?"/asked Freddie./



"No one knows for sure,"/ Daniel responded./

Freddie noticed/that the other leaves continued to fall. / He thought,/"It must be their time."/ He saw/that some of the leaves lashed back at the wind/before they fell,/others simply let go/and dropped quietly./

Soon/the tree was almost bare./

"I'm afraid to die,"/Freddie told Daniel. / "I don't know/what's down there."/

"We all fear/what we don't know,/Freddie./ It's natural,"/Daniel reassured him. / "Yet,/you were not afraid/when Spring became Summer./ You were not afraid/when Summer became Fall./ They were natural changes./ Why should you be afraid of the season of death?"/

"Does the tree die,/too?"/Freddie asked./

"Someday./ But there is something stronger than the tree./ It is Life./ That lasts forever/and we are all a part of Life."/

10-14 4 **notice** [nóutəs] 7 **lash** [lǽʃ] 9 **bare** [béər] 13 **reassure** [rìːəʃúər]

2 **for sure** はっきりと 7 **lash back at ～** ～に反発する 7 **let go** 手を放す

10-15 10 **be afraid to *do*** ～するのが怖い 13 **yet** = but 15 **be afraid of ～** ～を恐れる

10-37 ポーズ読み（フレーズ）

10-36 "Where will we go/when we die?"/

"No one knows for sure./ That's the great mystery!"/

"Will we return in the Spring?"/

"We may not,/but Life will."/

"Then/what has been the reason for all of this?"/ Freddie continued to question./ "Why were we here at all/if we only have to fall and die?"/

Daniel answered/in his matter-of-fact way,/"It's been about the sun and the moon./ It's been about happy times together./ It's been about the shade/and the old people and the children./ It's been about colors in Fall./ It's been about seasons./ Isn't that enough?"/

That afternoon,/in the golden light of dusk,/Daniel let go./ He fell effortlessly./ He seemed to smile peacefully/as he fell./ "Goodbye for now,/Freddie,"/he said./

Then,/Freddie was alone,/the only leaf left on his branch./



10-16 2 **mystery** [místəri] 7 **matter-of-fact** [mætərəvfǽkt] 11 **golden** [góuldən] 11 **dusk** [dʌ́sk]
12 **effortlessly** [éfərtləsli] 12 **peacefully** [píːsfəli] 14 **alone** [əlóun]

10-17 6 **at all** 〈疑問文で〉いったい 6 **only have to *do*** ～するだけでよい 12 **for now** 今(のところ)は



10-39 ポーズ読み（フレーズ）

10-38 The first snow fell the following morning. / It was soft, / white, / and gentle; / but it was bitter cold. / There was hardly any sun that day, / and the day was very short. / Freddie found himself / losing his color, / becoming brittle. / It was constantly cold / and the snow weighed heavily upon him. /

At dawn the wind came / that took Freddie from his branch. / It didn't hurt at all. / He felt himself float quietly, / gently and softly downward. /

As he fell, / he saw the whole tree / for the first time. / How strong and firm it was! / He was sure / that it would live for a long time / and he knew / that he had been a part of its life / and it made him proud. /

10-18 2 **bitter** [bítər]　4 **brittle** [brítl]　4 **constantly** [ká(:)nstəntli]　4 **weigh** [wéɪ]
4 **heavily** [hévɪli]　5 **upon** [əpá(:)n]　6 **dawn** [dɔ́:n]　7 **hurt** [hə́:rt]
7 **float** [flóʊt]　7 **gently** [dʒéntli]　7 **downward** [dáʊnwərd]　10 **proud** [práʊd]

10-19 4 **weigh upon ～** ～にのしかかる　6 **at dawn** 夜明けに　6 **not ～ at all** まったく～ない

10-41 ポーズ読み（フレーズ）

10-40 Freddie landed / on a clump of snow. / It somehow felt soft / and even warm. / In this new position / he was more comfortable / than he had ever been. / He closed his eyes / and fell asleep. / He did not know / that Spring would follow Winter / and that the snow would melt into water. / He did not know / that what appeared to be his useless dried self / would join with the water / and serve to make the tree stronger. / Most of all, / he did not know / that there, / asleep in the tree and the ground, / were already plans for new leaves in the Spring. /

The Beginning. /



10-20 1 **land**(動) [lǽnd]　1 **clump** [klʌ́mp]　1 **somehow** [sʌ́mhàʊ]　5 **useless** [jú:sləs]　5 **self** [sélf]
6 **serve** [sə́:rv]

10-21 3 **fall asleep** 眠り込む　4 **melt into ～** （溶けて）～に変わる　5 **appear to be ～** ～のように思われる
5 **join with ～** ～といっしょになる　6 **serve to *do*** ～するのに役立つ　6 **most of all** 何よりも

Comprehension

1 本文の内容に合うように，次の各文を正しい順序に並べかえなさい。

1. Freddie had first appeared as a small sprout on a rather large branch.
2. Many people came and sat under Freddie's tree.
3. Freddie was made to leave his branch by the wind at dawn.
4. Daniel fell smiling peacefully in the golden light of dusk.
5. Freddie and his friends changed their colors and made their tree a rainbow.
6. Freddie discovered that each of the leaves was different.
7. Freddie's best friend was Daniel, who was the wisest.
8. Freddie found leaves falling apart from their branches.

(1 → 6 → 7 → 2 → 5 → 8 → 4 → 3)

2 次の各文について，本文と内容が合っていればＴを，合っていなければＦを書きなさい。

1. Freddie loved being a leaf there. (T)
2. The children always take care of the tree. (F)
3. Daniel told Freddie that Life doesn't last forever. (F)
4. The first snow was soft, white and gentle, although it was very cold. (T)
5. Freddie realized that he had been a part of the tree's life, which made him proud. (T)

3 最後が "The End." ではなく "The Beginning." となっていますが，なぜでしょうか。みんなで話し合ってみましょう。

Communication Tool Box

各レッスンの Speak Out! と By YourSELF!! で利用できる表現集です。
英語を話したり書いたりするときに活用しましょう。

LESSON 1 I'm the Strongest!

Part 1 Speak Out! (→p.9)

□baseball（野球） □basketball（バスケットボール）
□table tennis（卓球） □softball（ソフトボール）
□rugby（ラグビー） □badminton（バドミントン）

softball [sɔ́(:)ftbɔ̀:l]
rugby [rʌ́gbi]
badminton [bǽdmɪntən]

Part 2 Speak Out! (→p.11)

※金メダリストのほか，銀メダリストや銅メダリストについても話題にしましょう。

□silver medal（銀メダル） □bronze medal（銅メダル）
□ski jumping（スキージャンプ） □figure skating（フィギュアスケート）
□gymnastics（体操） □marathon（マラソン）
□track and field（陸上競技） □judo（柔道）

silver [sílvər]
bronze [brɑ́(:)nz]
figure [fígjər]
gymnastics [dʒɪmnǽstɪks]
marathon [mǽrəθɑ̀(:)n]
track [trǽk]
stadium [stéɪdiəm]

Part 3 Speak Out! (→p.13)

□I want to play in a full stadium（満員のスタジアムでプレイしたい）
□becoming a professional soccer player is my dream（プロのサッカー選手になるのが私の夢である）
□I don't want to practice hard（厳しい練習をしたくない）
□I like art more than sports（スポーツより芸術が好きである）

By YourSELF!! (→p.19)

□if the movie is showing now（その映画が上映中かどうか）
□if it will be fine tomorrow（明日は晴れるかどうか）
□if I have to hand in my homework（宿題を提出しなければならないかどうか）

LESSON 2 Tokyo's Seven-minute Miracle

Part 1 Speak Out! (→p.23) ※becauseに続けて理由も言いましょう。

□Tokyo（東京）／I can do my shopping in Shibuya（渋谷で買い物ができる）
□Osaka（大阪）／I want to eat *takoyaki*（たこ焼きを食べたい）
□Kyoto（京都）／I can visit famous shrines and temples（有名な神社や寺を訪れることができる）

shrine [ʃráɪn]

Part 2 Speak Out! (→p.25)

☐our school has a large number of students (生徒数が多い)
☐our school is famous for science and mathematics education (理数科教育で有名である)
☐our school has a history of more than 100 years (100年を超える歴史がある)

mathematics [mæθəmǽtɪks]

Part 3 Speak Out! (→p.27)

☐I feel comfortable in a clean room (きれいな部屋にいると心地よい)
☐I feel refreshed after cleaning (掃除のあとにさわやかな気分になる)
☐I'm not good at cleaning (掃除が得意ではない)
☐it is a bother to clean (掃除するのは面倒である)

refreshed [rɪfréʃt]
bother [bá(:)ðər]

By YourSELF!! (→p.33)

☐We greet people cheerfully every morning (毎朝元気にあいさつする)
☐I prepare and review my lessons (授業の予習・復習をする)
☐You keep your promises with your friends (友だちとの約束を守る)

cheerfully [tʃíərfəli]
review [rɪvjú:]
promise [prá(:)məs]

LESSON 3 Saint Bernard Dogs

Part 1 Speak Out! (→p.37)

☐it is famous for its high-quality watches (高性能な時計で有名である)
☐we can enjoy delicious cheese there (おいしいチーズを味わえる)
☐it is a permanently neutral country (永世中立国である)

high-quality [hàɪkwá(:)ləti]
cheese [tʃí:z]
permanently [pə́:rmənəntli]
neutral [njú:trəl]

Part 2 Speak Out! (→p.39)

☐dogs (犬) ／they are very friendly to people (とても人なつっこい)
☐cheetahs (チータ) ／they are the fastest runners of all animals (動物の中で最も速く走る)
☐lions (ライオン) ／they are called “the king of the beasts” (「百獣の王」と呼ばれている)

cheetah [tʃí:tə]
beast [bí:st]

Part 3 Speak Out! (→p.41)

☐their anime culture (アニメ文化)
☐their diligence (勤勉さ)
☐their clean streets (きれいな街なみ)
☐their hospitality (おもてなし)

anime [ǽnɪmèɪ]
diligence [dílɪdʒəns]
hospitality [hà(:)spətǽləti]

By YourSELF!! (→p.47)

☐watch DVDs he rented yesterday (昨日借りたDVDを観る)
☐knit a sweater for her boyfriend (ボーイフレンドにセーターを編む)
☐do a crossword puzzle (クロスワードパズルをする)

rent [rént]
knit [nít]
crossword [krɔ́(:)swə̀:rd]

LESSON 4 Chanel's Style

Part 1 Speak Out! (→p.53)

☐a tablet PC (タブレットPC)
☐a slim notebook computer (薄型のノートパソコン)

slim [slím]

Part 2 Speak Out! (→p.55)

☐a flower shop (花屋) ／I love beautiful flowers (きれいな花が大好きである)
☐a bakery (パン屋) ／I want to bake various kinds of bread (いろんなパンを焼きたい)
☐a dance studio (ダンススタジオ) ／ I want to teach dance to children (子どもたちにダンスを教えたい)

bakery [béɪkəri]
bake [béɪk]
bread [bréd]
studio [stjú:diòu]

Part 3 Speak Out! (→p.57)

☐the marine look (マリンルック) ／it is so cute (とてもかわいい)
☐her bicolor shoes (バイカラーのくつ) ／they are unique (ユニークである)
☐her tweed suits (ツイードスーツ) ／ they make me look more like an adult (大人っぽく見える)
☐her lipstick (リップスティック) ／ I want to use it when I go out (外出するときに使いたい)
☐her perfume (香水) ／ it is famous around the world (世界中で有名である)
☐her imitation jewelry (イミテーションジュエリー) ／ it is cheaper than real jewelry (本物のジュエリーよりも安い)

marine [mərí:n]
bicolor [báɪkʌ̀lər]
tweed [twí:d]
lipstick [lípstìk]
perfume [pə́:rfju:m]
imitation [ìmɪtéɪʃən]
cheap [tʃí:p]
jewelry [dʒú:əlri]
real [rí:əl]

Part 4 Speak Out! (→p.59)

※グループ名などを挙げるときは ～ are innovatorsと言いましょう。

☐Albert Einstein (アルバート・アインシュタイン) ／ he came up with new ideas about space (宇宙に関する新しい概念を考え出した)
☐the Wright brothers (ライト兄弟) ／ they invented the first airplane (最初の飛行機を発明した)
☐The Beatles (ビートルズ) ／ their innovative music surprised the world greatly (革新的な音楽は世界に衝撃を与えた)

Albert Einstein [ǽlbərt áɪnstaɪn]
Wright [ráɪt]
Beatles [bí:tlz]

By YourSELF!! (→p.65)

☐Ken carries his camera all the time (ケンはいつもカメラを持ち歩いている)
☐Tony is popular among girls (トニーは女子にもてる)
☐Saki is absent from school (サキは学校を欠席している)

absent [ǽbsənt]

LESSON 5　Science of Love

Part 1　Speak Out! (→p.69)　※becauseに続けて理由も言いましょう。

☐the person's appearance（外見）／
it catches my attention first（最初に注意を引く）

☐the person's gentleness（優しさ）／
I like a person who is always kind to me
（いつも私に優しい人が好きである）

☐the person's hobby（趣味）／
a common hobby can make people feel closer
（共通の趣味があれば仲よくなれる）

appearance [əpíərəns]
gentleness [dʒéntlnəs]
hobby [hɑ́(:)bi]

Part 2　Speak Out! (→p.71)

☐I went fishing in a nearby river（近くの川でつりをした）
☐we went on a family trip to Okinawa（沖縄に家族旅行に出かけた）
☐I visited my grandparents in Nagano（長野県の祖父母を訪ねた）

fish(動) [fíʃ]
nearby [nìərbáɪ]
grandparent [grǽndpèərənt]

Part 3　Speak Out! (→p.73)

☐the smell of roses（バラのにおい）／it is attractive to me（魅力的である）
☐the smell of mint（ミントのにおい）／it is refreshing（さわやかである）
☐the smell of forests（森のにおい）／it makes me feel calm
（気分を落ち着かせてくれる）

attractive [ətrǽktɪv]
mint [mínt]
refreshing [rɪfréʃɪŋ]
calm [kɑ́:m]

Part 4　Speak Out! (→p.75)

☐when I play a racing car game（カーレースゲームをするとき）
☐when I ride a roller coaster（ジェットコースターに乗るとき）
☐when I open a present for me（自分へのプレゼントを開けるとき）

racing [réɪsɪŋ]
roller [róulər]
coaster [kóustər]

By YourSELF!! (→p.81)

☐my house is far from my school（家が学校から遠い）
☐we have a lot of homework（宿題が多い）
☐our school uniform is not fashionable（制服がおしゃれではない）

LESSON 6　Gaudi and His Messenger

Part 1　Speak Out! (→p.85)

☐play with the boy next door（隣家の男の子と遊ぶ）
☐draw pictures in my sketchbook（スケッチブックに絵を描く）
☐play heroes（ヒーローごっこをする）

sketchbook [skétʃbʊ̀k]

Part 2　Speak Out! (→p.87)

☐the Palau Güell（グエル邸）／
its shape is unusual（形がめずらしい）

Palau Güell [paláu gwél]
unusual [ʌnjú:ʒuəl]

☐the Colònia Güell（コロニア・グエル教会）／it is fantastic（幻想的である）
☐the Casa Vicens（カサ・ビセンス）／I want to live there（住んでみたい）
☐the Casa Batlló（カサ・バトリョ）／its color is beautiful
（色がきれいである）

Colònia Güell [kəlóunia gwél]
fantastic [fæntǽstɪk]
Casa Vicens [kɑ́(:)sə vɪséns]
Casa Batlló [kɑ́(:)sə batʃjou]

Part 3　Speak Out! (→p.89)

☐eat *ramen*[Chinese noodles]（ラーメンを食べる）
☐call my girlfriend（ガールフレンドに電話する）
☐watch that movie again（その映画をもう一度見る）

Part 4　Speak Out! (→p.91)

☐I can catch beetles（カブトムシを捕まえられる）
☐I can see the stars clearly（星がよく見える）
☐there isn't much transportation nearby（近くに交通手段が少ない）
☐such places are inconvenient for shopping
（そのような場所は買い物が不便）

beetle [bí:tl]
clearly [klíərli]
transportation [trænspərtéɪʃən]
inconvenient [ìnkənví:niənt]

By YourSELF!! (→p.97)

☐Tom（トム）／carried on a stretcher（担架で運ばれる）
☐our coach（私たちのコーチ）／tossed in the air（胴上げされる）
☐my favorite song（お気に入りの歌）／performed on a piano
（ピアノで演奏されている）

stretcher [strétʃər]
coach [kóutʃ]
toss [tɔ́(:)s]

LESSON 7　Letters from a Battlefield

Part 1　Speak Out! (→p.103)

☐a love letter（ラブレター）／a boy I fell in love with（恋した男の子）
☐many fan letters（たくさんのファンレター）／
my favorite idol group（お気に入りのアイドルグループ）
☐Halloween cards（ハロウィンカード）／my schoolmates（学校の友だち）

idol [áɪdəl]
Halloween [hæ̀loʊí:n]
schoolmate [skú:lmèɪt]

Part 2　Speak Out! (→p.105)

☐it began in 1939（1939年に始まった）
☐25 million soldiers were killed in it（2,500万人の兵士が戦死した）
☐it is the greatest war in history（歴史上最大の戦争である）

million [míljən]

Part 3　Speak Out! (→p.107)

☐I practiced the drums（ドラムの練習をした）／
play in our school festival（学園祭で演奏する）
☐I drew a picture（絵を描いた）／enter the contest（コンテストに応募する）
☐I made some chocolates（チョコレートを作った）／
please my boyfriend（ボーイフレンドを喜ばせる）

drum [drʌ́m]
contest [kɑ́(:)ntest]
please(動) [plí:z]

Part 4 Speak Out! (→p.109)

☐I hoped (that) war would never happen again
(戦争は二度と起こらないでほしいと思った)

☐I wanted the dead soldiers to sleep peacefully in heaven
(戦死した兵士たちに天国で安らかに眠ってほしいと思った)

peacefully [píːsfəli]
heaven [hévən]

☐I realized (that) fighting war is stupid behavior
(戦争をすることは愚かな行為だとわかった)

stupid [stjúːpəd]

By YourSELF!! (→p.115)

☐like outdoor sports（屋外スポーツが好きである）／
like indoor sports（屋内スポーツが好きである）

outdoor [àutdɔ́ːr]
indoor [ìndɔ́ːr]

☐be interested in cooking（料理に興味がある）／
be interested in eating（食べることに興味がある）

☐eat rice for breakfast（朝食に米を食べる）／
eat bread（パンを食べる）

LESSON 8　Edo: A Sustainable Society

Part 1 Speak Out! (→p.119)

☐it ended in 1867（1867年に終わった）

☐men had a *chonmage*[topknot]（男性はちょんまげを結っていた）

topknot [tá(ː)pnà(ː)t]

☐people wore kimonos（人々は着物を着ていた）

Part 2 Speak Out! (→p.121)

☐I use both sides of a piece of paper（1枚の紙の両面を使う）

☐I use erasers up to the end（消しゴムを最後まで使い切る）

eraser [ɪréɪsər]

☐I wear my clothes for as long as possible（服をなるべく長く着る）

Part 3 Speak Out! (→p.123)

☐the broom buyer（ほうき買い）／
I wonder what broken brooms are used for
(壊れたほうきが何に使われるのか気になる)

broom [brúːm]
buyer [báɪər]

☐the trash collector（ごみ取り）／
streets must have been kept clean by them
(彼らによって道がきれいに保たれていたにちがいない)

trash [træʃ]
collector [kəléktər]

☐the wax buyer（ろうそくの流れ買い）／
I have many candles at home
(家にろうそくがたくさんある)

wax [wǽks]
candle [kǽndl]

☐the tinker（鋳掛け屋）／
I want to know how they repaired broken pans
(どうやって壊れた鍋を直したのか知りたい)

tinker [tíŋkər]
pan [pǽn]

Part 4 Speak Out! (→p.125)

☐my mother threw away food after the best-before date
(母が賞味期限切れの食べ物を捨てた)

best-before [béstbɪfɔ̀ːr]

☐my brother left the water running（弟が水を流しっぱなしにした）

☐goods were packaged excessively（商品が過剰包装されていた）

package [pǽkɪdʒ]
excessively [ɪksésɪvli]

By YourSELF!! (→p.131)

☐That concert（そのコンサート）／be exciting（刺激的である）

☐Cathy（キャシー）／be interested in Tom（トムに気がある）

☐This bike（この自転車）／cost more than 50 thousand yen
(5万円以上する)

cost [kɔ́(ː)st]

LESSON 9　AI and Our Future

Part 1 Speak Out! (→p.135)

☐AI is an advanced technology（AIは先進技術である）

☐AI is useful to humans（AIは人間の役に立つ）

☐AI is smarter than humans（AIは人間よりも賢い）

Part 2 Speak Out! (→p.137)

☐show emotions（感情を表現する）

☐regret mistakes（失敗を後悔する）

☐understand an abstract idea（抽象的な概念を理解する）

emotion [ɪmóuʃən]
regret [rɪgrét]
abstract [ǽbstrækt]

Part 3 Speak Out! (→p.139)

☐be my friends（友だちになる）

☐work as my servants（私の召使いとして働く）

☐comfort me when I feel sad（私が悲しいときになぐさめる）

servant [sə́ːrvənt]
comfort [kʌ́mfərt]

Part 4 Speak Out! (→p.141)

☐AI helps us even if it has some problems
(多少の問題はあっても役に立つ)

☐we humans created AI（私たち人間がAIを作った）

☐AI cannot understand our feelings（AIは私たちの感情を理解できない）

☐AI shows no affection to us（AIは私たちに愛情を示さない）

affection [əfékʃən]

By YourSELF!! (→p.147)

☐get another point（あと1点取る）／will win the match（その試合に勝つ）

☐attend the party（そのパーティーに出席する）／
can meet my old friend（旧友に会うことができる）

attend [əténd]

☐follow his advice（彼の助言に従う）／may solve the problem
(その問題を解けるかもしれない)

advice [ədváɪs]

LESSON 10　Bhutan: A Happy Country

Part 1 Speak Out! (→p.151)

□I have an afternoon nap（昼寝をする）
　nap [nǽp]
□I bathe in a hot spring（温泉に入る）
　bathe [béɪð]
□my teacher praises me（先生がほめてくれる）
　praise [préɪz]

Part 2 Speak Out! (→p.153)

□I want to live in a wealthy country rather than a poor one
（貧しい国よりも豊かな国に住みたい）
□economically powerful nations are influential in the world
（経済力のある国は世界で影響力がある）
　influential [ìnfluénʃəl]
□I am happy without money if I am with my family
（家族といればお金がなくても幸せである）
□I want to live a relaxed life in the countryside
（田舎でのんびりと暮らしたい）
　relaxed [rɪlǽkst]
　countryside [kʌ́ntrisàɪd]

Part 3 Speak Out! (→p.155)

□the second point（第2項目）／
I think water-power generation is safer than nuclear-power generation（原子力発電より水力発電のほうが安全だと思う）
　safe [séɪf]
　nuclear-power [njú:kliərpàuər]
□the third point（第3項目）／
it is important for children to learn their traditional culture
（子どもたちが伝統文化を学ぶことは大切である）
□the fourth point（第4項目）／
I think it's great that educational services are free
（教育費が無料とはすごいと思う）

Part 4 Speak Out! (→p.157)

□free time（自由時間）／I'm too busy to do my favorite things
（忙しすぎて好きなことができない）
□my old necklace（古いネックレス）／
my grandmother gave it to me before she died
（祖母が亡くなる前にそれをくれた）
　necklace [nékləs]
□my happy memories（楽しい思い出）／
they encourage me when I'm depressed
（落ち込んだときに元気づけてくれる）
　depressed [dɪprést]

By YourSELF!! (→p.163)

□AI（人工知能）／I want to study at college（大学で勉強したい）
□the movie（その映画）／I watched yesterday（昨日観た）
□Tony（トニー）／was the most active in the game（試合で最も活躍した）
　active [ǽktɪv]

Grammar のまとめ





Grammar のまとめ — LESSON 1 —

1 現在完了形 復習

型式 **have[has]＋過去分詞**

意味 1 (今まで) ずっと～である［継続］
2 (今までに) ～したことがある［経験］
3 (今) ～したところだ，(すでに) ～した［してしまった］［完了］

現在完了形は，過去に起こったことが現在とつながりを持っていることを表します。

1. I **have lived** in India for two years.（私は2年間ずっとインドに住んでいる）
2. I **have met** Yuki twice.（私はユキに二度会ったことがある）
3. We **have** just **heard** the news.（私たちはちょうどその知らせを聞いたところだ）

2 if[whether]を使う間接疑問文

型式 **S＋V＋(O)＋if[whether] ～**　意味 Sは～かどうか（Oに）Vする

間接疑問文は，疑問文が別の文の中で目的語(O)になる形です。Yes/No疑問文が間接疑問文になる場合は，ifまたはwhetherでつなぎます。

1. I don't know ＋ Is he angry?
→ I (S) don't know (V) **if[whether]** he is angry (O).（私は彼が怒っているかどうか知らない）
cf. I don't know *why* he is angry.（私はなぜ彼が怒っているのか知らない）
2. He (S) asked (V) me (O) **if[whether]** I could speak French (O).（彼は私がフランス語を話せるかどうか尋ねた）

3 関係代名詞の省略 復習

型式 ***A*[名詞]＋(which/who(m)/that)＋S＋V**　意味 SがVする*A*

関係代名詞は節を作って，名詞を後ろから修飾します。その節の中で，関係代名詞が目的語(O)の働きをする場合，関係代名詞は省略されることがあります。

1. He is the man **(whom[who, that])** (O) I (S) met (V) yesterday.（彼は私が昨日会った男性です）
2. This is the book **(which[that])** (O) he (S) wrote (V) last year.（これは彼が昨年書いた本です）

Grammar のまとめ ― LESSON 2 ―

1 分詞の後置修飾 復習

型式 *A*[名詞] + 現在分詞／過去分詞

意味 ～している[する]*A*／～される[された]*A*

現在分詞／過去分詞が名詞を修飾するとき，分詞がほかの語を伴う場合は名詞を後ろから修飾します。

1. Look at the cat **sleeping** under the tree.（木の下で眠っているネコを見てごらん）

   cf. Look at the sleeping cat. <分詞1語>（その眠っているネコを見てごらん）

2. This is the watch **broken** by Bob.（これはボブに壊された腕時計です）

   cf. This is a broken watch. <分詞1語>（これは壊れた腕時計です）

2 3 形式目的語の it

型式の例① think + it + 形容詞 + to 不定詞　意味 ～することを…だと考える

型式の例② think + it + 形容詞 + that 節　意味 ～ということを…だと考える

〈S+V+O+C〉の文型で，不定詞句や that 節が目的語 (O) になる場合は，形式目的語の it を目的語の位置に置いて，真の目的語である不定詞句や that 節を後ろにまわします。

1. She(S) found(V) **to finish** reading the book(O) difficult(C). ※この形はほとんど使われない。

   → She found **it**(形式目的語) difficult **to finish** reading the book(真の目的語).

   （彼女はその本を読み終えることが難しいとわかった）

2. He(S) made(V) **that** he was right(O) clear(C). ※この形はほとんど使われない。

   → He made **it**(形式目的語) clear **that** he was right(真の目的語).

   （彼は自分が正しいことを明らかにした）

Grammar のまとめ ― LESSON 3 ―

1 現在完了進行形

型式 have[has] been + 動詞の -ing 形　意味（今まで）ずっと～している

現在完了形で「継続」の意味を表す場合，動作を表す動詞は〈have[has] been + 動詞の -ing 形〉にします。これを**現在完了進行形**といいます。

1. Judy **has been watching** TV since this morning. <watch は動作を表す動詞>

   （ジュディーは今朝からずっとテレビを見ている）

   cf. Judy *has lived* in America since last year. <live は状態を表す動詞>

   （ジュディーは昨年からずっとアメリカに住んでいる）

2. I **have been working** for the ABC company for ten years.

   （私は ABC 社で 10 年間ずっと働いている）

2 現在完了形の受動態

型式 have[has] been + 過去分詞

意味（今まで）～されている，（今までに）～されたことがある，（今）～されたところだ，（すでに）～された

現在完了形の受動態は，〈have[has] been + 過去分詞〉の形にします。

1. The news **has been reported** on TV since yesterday.

   （そのニュースは昨日からずっとテレビで報道されている）

2. These walls **have** just **been painted**.

   （これらの壁はちょうど塗られたばかりだ）

3 S+V+分詞

型式の例 become + 過去分詞　意味 ～されるようになる

〈S+V+C〉の文型で，Cに現在分詞／過去分詞がくることがあります。この場合，Sと分詞の間には「Sが～している／される」という関係があります。

1. We(S) **kept**(V) **walking**(C[現在分詞] → We were walking の関係) for an hour.（私たちは1時間歩き続けた）

2. He(S) **looked**(V) **shocked**(C[過去分詞] → He was shocked の関係) by the accident.（彼はその事件にショックを受けたようだった）

Grammar のまとめ — LESSON 4 —

1 S+V+O+分詞

型式の例 **keep＋O＋現在分詞**　意味 O を～させ続ける

〈S+V+O+C〉の文型で，Cに現在分詞／過去分詞がくることがあります。S＋V＋O＋現在分詞は「Oが～している状態にVする」，S＋V＋O＋過去分詞は「Oが～される状態にVする」の意味になります。この場合，Oと分詞の間には「Oが～している／される」という関係があります。

1. She **kept** *Ken* **waiting** for a long time.（彼女はケンを長い間待たせた）
   S V O C［現在分詞］→ Ken was waiting の関係
2. I **want** *this money* **changed** into dollars.（私はこのお金をドルに替えてほしい）
   S V O C［過去分詞］→ this money is changed の関係

2 関係代名詞の非限定用法

型式 ***A*[名詞], which ...**　意味 ～であり［あるが］，それは…

関係代名詞には，名詞を修飾して，それがどのような名詞かを限定する**限定用法**と，すでに限定された名詞に補足情報を付け加える**非限定用法**があります。非限定用法の関係代名詞の前にはコンマを置きます。

1. He has *two cars* **which** are made in Germany. ＜限定用法＞
   （彼はドイツ製の車を2台持っている）→ほかにも車を所有している可能性がある
   He has *two cars*, **which** are made in Germany. ＜非限定用法＞
   （彼は車を2台持っていて，それらはドイツ製だ）→所有している車は2台のみ
2. She has *two sons*, **who** work abroad.
   （彼女には息子が2人いて，彼らは海外で働いている）
3. I visited *Egypt*, **which** is famous for its pyramids.
   （私はエジプトを訪れたが，そこはピラミッドで有名だ）

3. のように，修飾する名詞が固有名詞のときは，非限定用法しか使えないよ。



3 関係副詞 why

型式 **the reason why＋S＋V**　意味 SがVする理由

この型式の why は関係副詞で，why が作る節が修飾する名詞は reason（理由）だけです。関係副詞の why は省略されることもあります。

1. Tell me *the reason* **(why)** you chose this high school.
   （あなたがこの高校を選んだ理由を教えてください）
2. Do you know *the reason* **(why)** Emi is crying?
   （エミが泣いている理由を知っていますか）

PLUS ONE

次の表現の why も関係副詞です。

This[That] is why Mike came to see me.
（こういう［そういう］わけでマイクは私に会いにきた）

4 関係副詞の非限定用法

型式① ***A*[場所], where＋S＋V**　意味 ～であり［あるが］，そこではSがVする
型式② ***A*[時], when＋S＋V**　意味 ～であり［あるが］，その時にSがVする

関係代名詞と同じように，関係副詞の where と when にも**非限定用法**があります。すでに限定された場所や時に補足情報を付け加えるときに使われます。

1. We went to *Ueno Park*, **where** we enjoyed looking at the flowers. ＜非限定用法＞
   （私たちは上野公園に行って，そこで花を見て楽しんだ）
   cf. We went to the park *where* we can enjoy looking at the flowers. ＜限定用法＞
   （私たちは花を見て楽しめる公園に行った）
2. He was born in *1945*, **when** World War II ended. ＜非限定用法＞
   （彼は1945年に生まれたが，その年に第二次世界大戦が終わった）
   cf. He was born in the year *when* World War II ended. ＜限定用法＞
   （彼は第二次世界大戦が終わった年に生まれた）

Grammar のまとめ — LESSON 5 —

1 do you think を含む wh- 疑問文

型式の例 **Why＋do you think＋S＋V?**　意味 なぜ S が V すると思いますか

疑問詞で始まる疑問文(wh-疑問文)を使って相手の考えを尋ねる場合は，〈疑問詞＋do you think＋S＋V〉の形にします。do you think の後ろの語順に注意しましょう。

1. Why was he late for class? ＋ do you think
   → ***Why do you think*** he was late for class?（なぜ彼は授業に遅れたと思いますか）
   ×Do you think why he was late for class?
   ×Why do you think was he late for class?
2. Who is that girl? ＋ do you think
   → ***Who do you think*** that girl is?（あの女の子はだれだと思いますか）
   ×Do you think who that girl is?
   ×Who do you think is that girl?

PLUS ONE

疑問詞が主語になる疑問文では，〈疑問詞＋do you think＋V〉の形になります。

Who broke this cup? ＋ do you think
(Who = S, broke = V, this cup = O)

→ ***Who do you think*** broke this cup?（だれがこのカップを壊したと思いますか）

2 be 動詞の補語になる that 節

型式 **S＋be動詞＋that ...**　意味 S は…ということである

主語 (S) の具体的な内容を that 節で説明する構文で，慣用表現として使われるものもあります。口語では接続詞の that を省略することもあります。

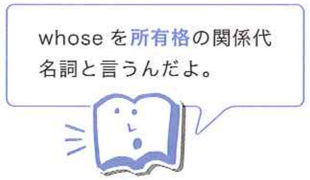
1. ***The fact* is (that)** she has already got married.
   （事実は彼女がすでに結婚しているということだ → 実は彼女はすでに結婚している）
2. ***The point* is (that)** we have to finish the work soon.
   （要点は私たちがその仕事をすぐに終えなければならないということだ
   → 要するに私たちはその仕事をすぐに終えなければならない）
3. ***The problem* is (that)** he has not paid the money yet.
   （問題は彼がまだお金を支払っていないということだ）

3 所有を表す関係代名詞 whose

型式 ***A*[名詞]＋whose＋*B*[名詞]＋V**　意味 (*A* の)*B* が V する *A*

関係代名詞の whose は，直前の名詞 (*A*) が所有するもの (*B*) について説明する節を作ります。名詞 (*A*) が人でも物でも whose を使います。

1. I have a friend **whose** *sister* lives in the US.
   (a friend = *A*, *sister* = (*A* の)*B*, lives = V)
   （私にはお姉さんがアメリカに住んでいる友だちがいる）
2. The book **whose** *cover* is green is mine.
   (The book = *A*, *cover* = (*A* の)*B*, is = V)
   （表紙が緑色の本は私のものです）

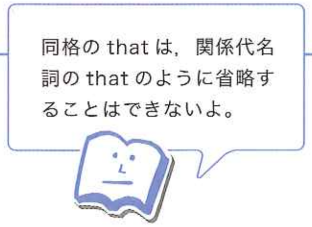


4 同格の that 節

型式 ***A*[名詞]＋that＋S＋V**　意味 S が V するという *A*

名詞 (*A*) の具体的な内容を直後の that 節が説明します。この that を同格の that といいます。関係代名詞の that との違いに注意しましょう。

1. He does not know *the fact* **that** she will get married. ＜同格の that＞
   （彼は彼女が結婚するという事実を知らない）→ that 節内は完全な文
   cf. He does not know *the fact* **(that)** everyone knows. ＜関係代名詞の that＞
   （彼はみんなが知っている事実を知らない）→ that 節内は不完全な文（目的語が欠けている）
2. We are surprised at *the news* **that** he won the Nobel prize.
   （私たちは彼がノーベル賞を受賞したという知らせに驚いている）



Grammar のまとめ — LESSON 6 —

1 現在分詞の分詞構文 復習

型式① **～ing, S+V**　意味 ～するときにSはVする，～するのでSはVする
型式② **S+V(,) ～ing**　意味 ～しながらSはVする，SはVして～する

現在分詞で始まる語句が副詞の働きをして，主文(の動詞)を修飾することがあります。これを分詞構文といい，時・理由・付帯状況などのさまざまな意味を表します。

1. **Playing** soccer, I hurt my leg. ＜時＞
   ＝*When* I was playing soccer, I hurt my leg.
   (サッカーをしていたとき，私は脚にけがをした)
2. **Feeling** sick, he went to see a doctor. ＜理由＞
   ＝*Because* he felt sick, he went to see a doctor.
   (気分が悪かったので，彼は医者に診てもらいに行った)
3. We had lunch(,) **watching** TV. ＜付帯状況＞
   (私たちはテレビを見ながら昼食を食べた)

2 過去分詞の分詞構文

型式① **過去分詞, S+V**　意味 ～されるときにSはVする，～されるのでSはVする
型式② **S+V, 過去分詞**　意味 ～されてSはVする

過去分詞で始まる語句も分詞構文として使われます。これは受動態の分詞構文〈being＋過去分詞〉のbeingを省略した形です。過去分詞の分詞構文は，時・理由・付帯状況などのさまざまな意味を表します。

1. **Seen** from here, Mt. Fuji is most beautiful. ＜時＞
   ＝*When* it is seen from here, Mt. Fuji is most beautiful.
   (ここから見られるとき，富士山はいちばんきれいだ)
2. **Written** in simple English, this book is easy to read. ＜理由＞
   ＝*Because* it is written in simple English, this book is easy to read.
   (簡単な英語で書かれているので，この本は読みやすい)
3. The old man got into a taxi, **assisted** by the driver. ＜付帯状況＞
   (ドライバーに手助けされて，老人はタクシーに乗り込んだ)

3 S+V[知覚動詞]+O+過去分詞

型式の例 **see+O+過去分詞**　意味 Oが～される[されている]のを見る

〈知覚動詞＋O＋過去分詞〉で，「Oが～される[されている]のをVする」の意味を表します。この構文では，Oと過去分詞の間に「Oが～される[されている]」という関係があります。

1. I **saw** *the window* **broken** by someone. ＜過去分詞＞
   (私は窓がだれかに割られるのを見た) → the window was broken の関係
   cf. I **saw** *someone* **breaking** the window. ＜現在分詞＞
   (私はだれかが窓を割っているのを見た) → someone was breaking the window の関係
2. I **heard** *his name* **called** in the waiting room. ＜過去分詞＞
   (私は待合室で彼の名前が呼ばれるのを聞いた) → his name was called の関係
   cf. I **heard** *someone* **calling** his name. ＜現在分詞＞
   (私はだれかが彼の名前を呼んでいるのを聞いた) → someone was calling の関係

4 付帯状況を表す with

型式 **with＋*A*[(代)名詞]＋修飾語句**　意味 *A*が～の状態で

「*A*が～の状態で」という**付帯状況**を表します。修飾語句の位置には**形容詞**，**分詞**，**前置詞句**などがきます。

1. Don't talk **with** *your mouth* **full**. ＜形容詞＞
   (口をいっぱいにして話してはいけません) → your mouth is full の関係
2. Mary is sitting **with** *her legs* **crossed**. ＜分詞＞
   (メアリーは脚を組んで座っている) → her legs are crossed の関係
3. He stood **with** *his hands* **in his pockets**. ＜前置詞句＞
   (彼は両手をポケットに入れて立っていた) → his hands were in his pockets の関係

Grammar のまとめ — LESSON 7 —

1 複合関係詞

型式の例 **whenever＋S＋V**　意味 S が V するときはいつでも

関係代名詞や関係副詞の語尾に -ever を付けたものを**複合関係詞**といいます。複合関係詞には次の 2 種類があります。

[複合関係代名詞]
whatever（～するものは何でも）
whoever（～する人はだれでも）
whichever（～するものはどちらでも [どれでも]）

[複合関係副詞]
whenever（～するときはいつでも）
wherever（～するところはどこでも）

1. She wants **whatever** I have.
（彼女は私が持っているものは何でも欲しがる）
2. I want to talk to **whoever** likes music.
（私は音楽が好きな人ならだれとでも話したい）
3. You can take **whichever** you want.
（欲しいほうをどちらでも取ってよい）
4. Take a rest **whenever** you feel tired.
（疲れたときはいつでも休みなさい）
5. You can sit **wherever** you like.
（好きなところにどこでも座ってよい）

2 対比を表す while

型式 **..., while ～**　意味 …だが，一方～

接続詞の while が「…だが，一方～」という**対比**を表すことがあります。この場合は while の前にコンマを置きます。while には「～する間に」という意味もあるので，意味を取り違えないように注意しましょう。

1. I like rock music, **while** my sister likes classical music.
（私はロックが好きだが，一方，妹はクラシックが好きだ）
cf. My sister came home *while* I was taking a bath.
（私がお風呂に入っている間に妹が帰ってきた）
2. Some people walk to the station, **while** others take buses.
（駅まで歩く人もいるが，一方，バスに乗る人もいる）

3 動名詞の意味上の主語

型式 ***A*[(代) 名詞の目的格・所有格]＋～ing**　意味 *A* が～すること

動名詞の意味上の主語は，名詞・代名詞の**目的格**または**所有格**を動名詞の直前に置いて示します。動名詞が文の主語になる場合は**所有格**のみを使います。

1. She is proud of ***her son* [*her son's*] being** a doctor. <名詞>
（彼女は息子が医者であることを誇りに思っている）
2. We are sure of ***him* [*his*] passing** the exam. <代名詞>
（私たちは彼が試験に合格することを確信している）
3. ***His*** [×Him] **passing** the exam pleased his parents. <動名詞が文の主語>
（彼が試験に合格したことは両親を喜ばせた）

4 完了形の分詞構文

型式 **having＋過去分詞, S＋V**
意味 ～したあと [とき] S は V する，～したので S は V する

完了形の分詞構文は〈having＋過去分詞〉で表し，主文の述語動詞が表す時よりも前の時を表します。

1. **Having done** his homework (a), he went (b) out to play. <(a) は (b) よりも前の時 >
（宿題をしたあとで，彼は遊びに出かけた）
cf. Playing soccer (a), I hurt (b) my leg. <(a) と (b) は同時 >
（サッカーをしていたとき，私は脚にけがをした）
2. **Having met** her before (a), I know (b) her well. <(a) は (b) よりも前の時 >
（以前彼女に会ったことがあるので，私は彼女のことをよく知っている）

! PLUS ONE

完了形の分詞構文の受動態は〈having been＋過去分詞〉の形になりますが，having beenがよく省略されて，過去分詞の分詞構文(→p.192)と同じ形になります。

(Having been) Written in a hurry, his letter was hard to read.
（急いで書かれたので，彼の手紙は読みにくかった）

Grammar のまとめ — LESSON 8 —

1 前置詞＋関係代名詞

型式の例 **A[名詞]＋in which＋S＋V**　　意味 (その中で)S が V する A

関係代名詞が作る節の中で，関係代名詞が前置詞の目的語の働きをする場合は，前置詞を関係代名詞の前に出して〈前置詞＋関係代名詞〉の形にします。この形で使われる関係代名詞は which と whom だけで，省略することはできません。

1. This is the house. ＋ He was born *in* the house.（the house：前置詞の目的語）
   → This is the house ***in* which** he was born.（これが彼が生まれた家です）
2. The shop ***to* which** I often go is closed today.（私がよく行く店は今日は閉まっている）

PLUS ONE

話し言葉ではよく，前置詞を関係代名詞の前に出さずに文末に残します。この場合は，関係代名詞を省略することもあります。

1. ＝This is the house **(which[that])** he was born ***in***.
2. ＝The shop **(which[that])** I often go ***to*** is closed today.

2 使役動詞＋O＋過去分詞

型式 **have＋O＋過去分詞**　　意味 O を～してもらう，～される

〈have[get]＋O＋過去分詞〉で，「O を～してもらう」または「O を～される（被害）」の意味を表します。この have と get は使役動詞です。

1. You should **have[get]** *your coat* **cleaned** before winter. <～してもらう>
   （冬になる前にコートをクリーニングしてもらったほうがいいですよ）
2. Jim **had[got]** *his bag* **stolen** while he was not looking. <～される（被害）>
   （ジムは目を離したすきにバッグを盗まれた）

PLUS ONE

〈make＋O＋過去分詞〉は，「O を～されるようにする」の意味を表します。

I can **make** *myself* **understood** in English.
（私は英語で自分の言いたいことを理解してもらえる［← 自分のことを理解されるようにする］）

3 助動詞＋have＋過去分詞

型式の例 **must＋have＋過去分詞**　　意味 ～したにちがいない

過去のことについて，「今から思うと～」と現在の視点から推量する言い方です。助動詞によって次の意味になります。

- may＋have＋過去分詞　「～した［だった］かもしれない」
- must＋have＋過去分詞　「～した［だった］にちがいない」
- can't＋have＋過去分詞　「～した［だった］はずがない」

1. You **may have met** him before.（あなたは以前，彼に会ったことがあるかもしれない）
2. They **must have enjoyed** their holidays.（彼らは休暇を楽しんだにちがいない）
3. She **can't have taken** the wrong train.（彼女が間違った電車に乗ったはずがない）

4 完了形の不定詞

型式の例 **seem to have＋過去分詞**　　意味 ～したようである

完了形の不定詞は〈to＋have＋過去分詞〉の形になります。完了形の不定詞は，文の述語動詞が表す時よりも前の時を表します。

1. I am(a) very sorry **to have troubled**(b) you. <(b) は (a) よりも前の時>
   （ご迷惑をおかけしてしまって大変申し訳ありません）
   cf. I am(a) very sorry *to trouble*(b) you. <(a) と (b) は同時>
   （ご迷惑をおかけして大変申し訳ありません）
2. Jack seemed(a) **to have told**(b) a lie to us. <(b) は (a) よりも前の時>
   （ジャックは私たちにうそをついたようだった）

Grammar のまとめ — LESSON 9 —

1 仮定法過去 復習

型式 **If+ S'+ 動詞の過去形, S+ would / could / might + 動詞の原形**

意味 もし(今)S'が～ならば，S は…だろうに／できるのに／かもしれないのに

現在の事実に反することや，実際には起こりえないことを述べる場合，現在のことでも過去形が使われます。これを**仮定法過去**といいます。

1. **If** I **had** a car, I **would drive** every day.
(もし私が車を持っていれば，毎日ドライブするだろうに
[実際には車を持っていないのでドライブしない])

2. **If** I **knew** his phone number, I **could call** him.
(もし私が彼の電話番号を知っていれば，彼に電話できるのに)

3. **If** I **were** you, I **might choose** a different way.
(もし私があなたなら，別の方法を選ぶかもしれないのに)

2 仮定法過去完了

型式 **If + S'+ had + 過去分詞, S + would/could/might + have + 過去分詞**

意味 もし(あの時)S'が～だったならば，S は…だっただろうに／できただろうに／だったかもしれないのに

過去の事実に反することを述べる場合，過去のことに過去完了形が使われます。これを**仮定法過去完了**といいます。

1. **If** I **had had** a car, I **would have driven** you home.
(もし私が車を持っていたなら，あなたを家に送ってあげただろうに
[実際には車を持っていなかったので家に送らなかった])

2. **If** I **had known** his address, I **could have visited** him.
(もし私が彼の住所を知っていたなら，彼を訪ねることができただろうに)

3. **If** it **had been** rainy, they **might have canceled** the concert.
(もし雨が降っていたなら，彼らはコンサートを中止していたかもしれないのに)

3 進行形の受動態

型式 **be 動詞 + being + 過去分詞** 意味 ～されている(ところだ)

進行形の受動態は，〈is/am/are/was/were + being + 過去分詞〉で表します。

1. They are building new houses in that area. ＜現在進行形＞

New houses **are being built** (by them) in that area. ＜現在進行形の受動態＞
(その地域に新しい家が建てられているところです)

2. My bike **was being repaired** when I went to the shop. ＜過去進行形の受動態＞
(店に行ったとき私の自転車が修理されているところだった)

4 as if を使った仮定法

型式 **as if + S + 過去形** 意味 (まるで)～する[である]かのように

as if の後ろに仮定法を使うと，事実に反することを，まるで事実であるかのように述べる言い方になります。

1. Mr. Brown acts **as if** he **were[was]** a king.
(ブラウン氏はまるで王様であるかのようにふるまう[実際には王様ではない])

2. She speaks **as if** she **knew** the truth.
(彼女はまるで真実を知っているかのように話す[実際には真実を知らない])

PLUS ONE

as if の後ろの内容が，主節の動詞より前の時であれば，〈as if + S + 過去完了形〉を使います。

She *looks* **as if** nothing **had happened**. (彼女は何事もなかったかのように見える)
looks より前の時点

Grammar のまとめ — LESSON 10 —

1 強調構文

型式 **It is[was] *A* that ...**　意味 …は *A* である [あった]

ある文の一部 (*A*) を強調したいとき，It is[was] *A* that ... の形を使います。これを**強調構文**といいます。*A* には，主語・目的語・副詞 (句) などが置かれます。

Tom（主語） met Linda（目的語） yesterday（副詞）. (トムは昨日リンダに会った)

→ 1. **It was** *Tom* **that** met Linda yesterday. < 主語を強調 >
(昨日リンダに会ったのはトムだった)

→ 2. **It was** *Linda* **that** Tom met yesterday. < 目的語を強調 >
(昨日トムが会ったのはリンダだった)

→ 3. **It was** *yesterday* **that** Tom met Linda. < 副詞を強調 >
(トムがリンダに会ったのは昨日だった)

2 部分否定

型式の例 **not necessarily**　意味 必ずしも～というわけではない

not の後ろに全体・完全・必然などを表す語が続くと，その一部だけを否定する言い方になります。これを**部分否定**といいます。

1. **Not all** the stores are open. = **Not every** store is open.
(すべての店が開いているわけではない)

2. I do **not** need **both** of the dictionaries.
(私は辞書を２つとも必要としているわけではない)

3. My room is **not always** clean.
(私の部屋はいつもきれいなわけではない)

3 if を使わない仮定法

型式の例 **Without ～ , S＋ would ＋動詞の原形**
意味 もし～がなければ，S は…だろうに

仮定法の文で，if 節を使わずに，別の表現で if 節の内容を表すことがあります。

1. **In your place**, I would run away. < 副詞句で if 節の内容を表す >
＝*If I were in your place*, I would run away.
(もしあなたの立場なら，私は逃げ出すだろうに)

2. **Given the chance**, he would have succeeded. < 分詞句で if 節の内容を表す >
＝*If he had been given the chance*, he would have succeeded.
(もしチャンスを与えられていれば，彼は成功しただろうに)

3. **To see his sister**, you would fall in love with her. < 不定詞句で if 節の内容を表す >
＝*If you saw his sister*, you would fall in love with her.
(もし彼の妹に会えば，あなたは彼女に恋をするだろうに)

4 前文の内容を受ける関係代名詞 which

型式 **～ , which ...**　意味 ～であり [だが]，そのことは…

文の後ろに，which で始まる非限定用法の関係代名詞節 (→p.188) を続けて，前の文全体の内容を補足説明することがあります。

1. He told me a lie**, which** made me sad.
＝He told me a lie, and *it* made me sad.
(彼は私にうそをついて，そのことで私は悲しくなった)

2. I got 100 points on the test**, which** my mother never believed.
＝I got 100 points on the test, but my mother never believed *it*.
(私はテストで 100 点を取ったが，そのことを母は信じてくれなかった)

新出語リスト

• 数字は初出ページを表します。

固有名詞

重要表現リスト

・数字は初出ページを表します。

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Classroom English

先生から生徒へ

Open your books to page 7. / Turn to page 7.
７ページを開いてください。

Close your books.
本を閉じてください。

Repeat after me.
先生のあとについて言ってください。

What is the answer to question No. 2?
問２の答えは何ですか。

Excellent! / Very good! / Good job!
よくできました！

Any questions?
質問はありますか。

Find a partner. / Make pairs.
ペアになってください。

Get into groups of three people.
３人のグループをつくってください。

Raise your hand if you know the answer.
答えがわかった人は手を挙げてください。

Any volunteers?
だれかやってみてもらえますか。

Pass the handout to the front.
プリントを前に送ってください。

Look up the word in your dictionary.
その単語を辞書で調べてください。



もう一度言ってほしいとき

Could you repeat that, please?

Could you say that again, please?
もう一度言っていただけますか。

ゆっくり話してほしいとき

Could you speak more slowly?
もっとゆっくり話していただけますか。

説明を求めるとき

Could you explain it again?
もう一度説明をお願いできますか。

音量を上げてもらいたいとき

Could you turn up the volume?
ボリュームを上げていただけますか。

説明や質問の意味がわからないとき

I don't understand.
わかりません。



質問したいとき

May I ask you a question?
質問してもいいですか。

What does ～ mean?
～はどういう意味ですか。

How do you say ～ in English?
～は英語で何というのですか。

How do you spell that?
それはどういうつづりですか。

How do you pronounce this word?
この単語はどのように発音しますか。



ペアワークやグループワークのとき

Which role are you going to play?
どっちの役をやる？

I'll go first.
私が先にやるよ。

It's your turn.
あなたの番よ。

How about you?
あなたはどうなの？



I'll be ～.
～の役をやるよ。

Whose turn is it?
だれの番？

What do you think?
あなたはどう思う？

Why don't we ask the teacher?
先生に尋ねてみよう。

KEIRINKAN

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LANDMARK

Fit

English Communication Ⅱ

②Teacher's Book

VEGETABLE OIL INK

この教科書は再生紙と植物油インキを使用しています。
また,色覚の個人差を問わず,より多くの人に必要な情報が伝わるようデザイン・配色に配慮しています。